English for Preparatory Schools

## Year Two

Teacher's Guide

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# CONTENTS

# Scope and Sequence

| Module | Unit | Title | Grammar | Functions and vocabulary | Features |
|---|---|---|---|---|---|
| **Module 1: Daily life** | **Unit 1** Page 1 | **Where we learn** | **Ability: *can/can't;* necessity/obligation: *must/mustn't:*** *After lunch, we can go downstairs to the changing room.* *You must be careful in the laboratory!* | • talking about school<br>• talking about a building<br>• giving directions within a building<br>• using initial letters to put words in alphabetical order<br>• writing about your school for a website | **Tools for life:**<br>• How to behave at school |
| | **Unit 2** Page 6 | **Around the city** | **The past simple tense:** *The bridge became too busy, so Cairo needed a bigger one.* | • talking about and describing places<br>• interrupting politely<br>• identifying suffixes on nouns for people<br>• writing a paragraph about an important place | **Project:**<br>• Write a tourist leaflet about a place you know in Egypt |
| | **Unit 3** Page 11 | **At the weekend** | **Future forms: *going to* and *will:*** *My relatives from England are going to come. It will be fun to meet them.* | • talking about weekend plans<br>• practising telephone conversations<br>• making arrangements on the phone<br>• writing an email about future plans | **Eye on Egypt:**<br>• Wadi al-Hitan<br>• **Critical Thinking:** The importance of ancient sites |
| | **Review A** | | | | Page 16 |
| **Module 2: The world around us** | **Unit 4** Page 18 | **Sports** | **Defining relative clauses:** *Miss Amal is the teacher who teaches us science.* *There are many spaces which are used for other sports. There is also a stadium where you can watch horse riding.* | • talking about sports<br>• describing people, places and objects<br>• encouraging someone to do something and agreeing<br>• using second letters to put words in alphabetical order<br>• writing descriptions of sports and objects | **Tools for life:**<br>• The importance of hard work to achieve your ambitions |
| | **Unit 5** Page 23 | **People who we admire** | **The present perfect tense (part 1):** *She has stopped swimming and has become a university graduate.* *Yasser hasn't won any prizes.* | • talking about experiences<br>• introducing people<br>• talking about skills, qualifications and achievements<br>• making compound nouns<br>• writing about a famous person | **Project:**<br>• Write about a person you admire |
| | **Unit 6** Page 28 | **Important places** | **The present perfect with *ever* and *never* (part 2):** *Has it ever snowed in Egypt?* *In some parts of the desert, it has never rained.* | • asking about experiences<br>• describing places<br>• asking for and expressing clarification and understanding<br>• putting adjectives in the correct order<br>• writing a description of a place | **Eye on Egypt:**<br>• Museums<br>• **Critical Thinking:** The importance of museums |
| | **Review B** | | | | Page 33 |
| **Module 3: The media** | **Unit 7** Page 35 | **What's on TV?** | **The present perfect with *just, yet* or *already* (part 3):** *They've just shown a school in Dubai. We haven't seen one in Egypt yet. They've got 20 answers right already.* | • talking about television<br>• telling the time<br>• giving, asking for and responding to recommendations<br>• using fourth letters to put words in alphabetical order<br>• writing an email about TV programmes | **Tools for life:**<br>• Showing tolerance towards others in the family |
| | **Unit 8** Page 40 | **In the news** | **The present perfect with *for* and *since* and contrasted with the past simple (part 4):** *My uncle has lived in England for ten years. He moved there in 2006.* | • talking about how long a state or action has lasted<br>• talking about and responding to the news<br>• using adjectives ending in *-ed* or *-ing*<br>• writing a news report | **Project:**<br>• Find out about and write a news report |
| | **Unit 9** Page 45 | **Communications** | ***used to* for regular past habits and routines:** *People used to send a lot of letters. They didn't use to send emails.* | • talking about communication<br>• talking about how people used to live<br>• saying dates and times<br>• constructing a paragraph<br>• writing two paragraphs about the past | **Eye on Egypt:**<br>• The internet<br>• **Critical Thinking:** The advantages and disadvantages of social media |
| | **Review C** | | | | Page 50 |
| *Robinson Crusoe* | | | | | Page 52 |

# Scope and Sequence

| Module | Unit | Title | Grammar | Functions and vocabulary | Features |
|---|---|---|---|---|---|
| Module 4: Work and play | **Unit 10** Page 2 | **A working life** | **The present perfect continuous:** *We've been doing this job for five years. I haven't been working here for very long.* | • talking about jobs and working<br>• asking and answering about time and duration<br>• counting syllables in words<br>• writing about someone's job | **Tools for life:**<br>• Time management |
| | **Unit 11** Page 7 | **How to do well** | ***should* and *shouldn't* for advice:** *You should always eat healthy food. You shouldn't stay up too late at night.* | • talking about preparing for an exam<br>• congratulating people<br>• using the suffixes *-ment* and *-(s)ion* to make nouns<br>• writing an email giving advice | **Project:**<br>• A poster about the best ways to revise |
| | **Unit 12** Page 12 | **Hobbies and crafts** | **indefinite article, definite article and no article:** *My hobby is playing chess. My grandfather taught me to play the game.* | • talking about hobbies and free time activities<br>• describing a process<br>• using linking words<br>• writing instructions | **Eye on Egypt:**<br>• The Wissa Wassef Art Centre<br>• **Critical Thinking:** The importance of traditional crafts |
| | **Review D** | | | | Page 17 |
| Module 5: Around the world | **Unit 13** Page 19 | **An interesting trip** | **Reported speech:** *He said that he was enjoying his trip. He said that Walid was going to take them to an animal clinic.* | • talking about a trip<br>• talking about animals<br>• keeping a conversation going<br>• counting syllables in longer words<br>• writing a diary entry about a trip | **Tools for life:**<br>• Caring for animals |
| | **Unit 14** Page 24 | **Schools around the world** | ***have to/don't have to* for obligation and lack of obligation:** *All children in Egypt have to go to school from the age of six. We don't have to go to school on Saturdays.* | • talking about schools in different countries<br>• talking about obligations<br>• asking and answering questions formally and informally<br>• using negative prefixes<br>• writing the results of a survey | **Project:**<br>• A survey about your friend's life |
| | **Unit 15** Page 29 | **Our earth** | **The first conditional:** *If Ali works hard, he will pass his test.* | • talking about environmental concerns<br>• talking about quantities<br>• giving opinions<br>• writing about quantities and opinions | **Eye on Egypt:**<br>• Desertification<br>• **Critical Thinking:** Caring for the environment |
| | **Review E** | | | | Page 34 |
| Module 6: Science and engineering | **Unit 16** Page 36 | **The water cycle** | **Present simple passive questions:** *How is rain made? What are clouds blown by?* | • talking about the water cycle<br>• describing an experiment<br>• checking and confirming understanding<br>• writing new words in context<br>• writing about a process | **Tools for life:**<br>• How to cope with hot weather |
| | **Unit 17** Page 41 | **Important discoveries** | **Past simple passive:** *Soap was made by the ancient Egyptians. The recipe was written on papyrus.* | • talking about discoveries<br>• giving a talk<br>• using the suffix *-al* to make adjectives from nouns<br>• writing a report about an invention | **Project:**<br>• Give a talk about an invention |
| | **Unit 18** Page 46 | **Space travel** | **Past simple passive questions:** *What was the International Space Station built to do? What was taken to the International Space Station in 2016?* | • talking about the International Space Station<br>• describing objects<br>• asking about words you don't know and defining words<br>• using pronouns<br>• describing an invention | **Eye on Egypt:**<br>• Understanding the stars<br>• **Critical Thinking:** The importance of studying space |
| | **Review F** | | | | Page 51 |
| *The Red-Headed League* | | | | | Page 53 |

# INTRODUCTION

This Introduction contains the following sections:

**A** The aims of the course

**B** The developing learner

**C** The role of the teacher

**D** The course components

**E** Ongoing Assessment

**F** Supplementary activities

# A THE AIMS OF THE COURSE

The aim of *New Hello English for Preparatory Schools* is to help students of preparatory school age acquire language, thinking and study skills which are necessary for communicating effectively in spoken and written English. It also aims to give students the experience and confidence necessary to apply these skills both inside and outside the classroom. With the gradual introduction of new language, skills and topics throughout the course, students are able to learn and practise the language before moving on. The course also introduces critical-thinking skills, which support language skills and enable students to become more independent as learners.

## The approach

The course uses a standards-based communicative approach and methodology for teaching and learning English. Interesting topics are presented to students in realistic and meaningful situations in order to help them progress in their language skills at a preparatory level. These skills include a combination of listening, speaking, reading and writing skills, which are practised in different interaction patterns. These include individual and pair work, and work in groups or as a whole class, which develop students' ability to work with others, as well as a sense of independence and responsibility for their own learning.

The *New Hello English for Preparatory Schools* course aims to fulfil the standards set out in the Ministry of Education Standards Document. It aims to help students reach certain goals, not only in English, but in day-to-day interactions, too, through the Critical Thinking and Tools for Life sections.

Standards are valuable and effective supports for good learning, and they express clear expectations for what students should know and be able to do. Teachers can help students realise that a language is not just something to learn, but will also help them to achieve wider goals, such as in their professional lives beyond education. Rote learning, or learning which involves simply absorbing rules, is ineffective in helping students achieve wider educational standards.

When teachers apply standards-based curricula, language learning becomes more practical and has a real purpose. "Standards communicate shared expectations for learning and provide a common language for talking about the process of learning and teaching. As a result, community leaders and business people become more effective partners in, and monitors of, young people's education." (El-Naggar, et al., 2003, p.144)

# B THE DEVELOPING LEARNER

*New Hello English for Preparatory Schools* is a new course for preparatory schools in Egypt that considers individual developments and their educational context.

## Extending learners' linguistic knowledge

The *New Hello English for Preparatory Schools* course builds on language skills which students at preparatory school have already acquired during their primary education. Previous structures and vocabulary are recycled and extended, and the students learn new skills and functions which prepare them for English at secondary school. Language is presented via more mature topic areas and continues throughout the course as new structures, functions, tasks and activities are brought in to add to the learners' knowledge and skills.

## Taking account of learner development

The course materials and topics were developed and chosen with preparatory-age students in mind. They aim to appeal to learners':

- developing physical and emotional identity
- developing awareness as an individual
- interest in the world beyond the home and classroom
- positive desire to make the world a better place
- increasing intellectual and emotional independence
- need for positive models of behaviour and achievement.

## Pointing learners towards the right direction

Activities, skills and tasks in the course materials are designed to direct students' developing intellectual abilities and personalities towards:

- acquiring a solid knowledge of the linguistic systems of English
- regularly recycling and practising knowledge and skills in new situations
- using language in purposeful, realistic and meaningful contexts
- encouraging the ability to think logically and critically about a range of topics
- developing a sense of responsibility for acquiring language for themselves in contrast to expecting teachers to do this work for them
- acquiring the knowledge, skills, strategies and attitudes which support and make possible learner independence
- increasing the awareness of educational and civic roles and responsibilities.

## Taking into account individual differences in learning styles

Learners are different in the way they approach learning a new subject. There are three broad categories of learner: visual, auditory and tactile learners.

Visual learners need to see things in order to fully understand them. They tend to think in pictures and learn best from visual displays such as diagrams, illustrated textbooks and charts. During a lecture or classroom discussion, visual learners often prefer to write things down.

Auditory learners learn through listening. They learn best through discussions and listening to what others have to say. Written information may need to be heard in order for it to make sense. These learners often benefit from reading text aloud.

Tactile learners learn through a hands-on style. They explore the world around them. They tend to touch things, make things, fit things together or take them apart. They may find it hard to sit still and may feel the need for activity and exploration.

*Hello English for Preparatory Schools* aims to provide activities for each type of learner by including:

- a variety of exercise types and activities which appeal to different learning styles
- various strategies for making learning clear and easy to access
- comprehensive teaching notes with suggestions on how to present and extend learning.

# C THE ROLE OF THE TEACHER

A teacher has several different roles in the communicative classroom, which may be included in any lesson:

## Classroom roles

### Planner

The teacher decides on the aims and anticipated outcomes of each lesson in order to decide what is taught, how it is taught, and what equipment and materials will be needed in the lesson.

### Instructor

The teacher introduces the language to be learned, gives instructions to students, and decides what language and activities need to be practised.

### Language model

The teacher provides a model of spoken and written English for students, especially when new language is presented and practised.

### Manager

The teacher organises the class in order to fulfil the requirements of the different activities. Sometimes this may mean putting learners into pairs or groups.

### Controller

The teacher controls the pace and content of a lesson and the behaviour and discipline of the students.

### Decision maker

The teacher decides what activities students will participate in, which students to ask questions to and how long each activity should last.

### Advisor

The teacher monitors the progress of the class, deciding how learners are performing and what extra help should be given, such as explaining the task further or providing extra examples of relevant language.

### Monitor

When the students are working individually, in pairs or in groups, the teacher moves from group to group helping students or correcting mistakes.

### Personal tutor

The teacher identifies individual students' areas of difficulty and finds ways of helping them.

### Assessor

At different points in a class the teacher may observe the performance and progress of particular students in order to award marks for ongoing assessment and participation.

## Teaching a communicative course

Communicative courses require the teacher to play different roles within the classroom, depending on what you are teaching and at which stage you are in a lesson. The next part discusses themes which regularly emerge while teaching a communicative course.

### Preparation, planning and monitoring

As a teacher, you can make teaching and learning as effective and enjoyable as possible at the beginning of the year by:

- getting to know the course materials very well by reading them through in advance
- planning the academic year
- getting to know individual students' names
- making sure you have any important information about students.

As you move through the academic year, regular time and effort will be needed to:

- prepare individual lessons
- learn new teaching methods, techniques and activities
- reflect on successes and difficulties in the classroom
- discuss teaching with colleagues
- mark students' written work
- monitor individual students and assess their progress.

### Using the course CD

It's a good idea to make sure you have the equipment ready for any listening activities before your class starts. Also make sure that you know the desired file name so that you can select the correct one. You can easily repeat a listening activity with the CD.

### Using your own initiative

The Teacher's Guide notes can provide a helpful reference for presenting the students' learning materials. The notes are organised and planned carefully, and should be read before each lesson in order to support your teaching. Although the lesson notes can add to your skills, you should also continue to use your own ideas and abilities as a teacher with a unique knowledge of the needs and characteristics of your own students.

## Classroom language: mother tongue or English?

Teachers take different approaches to using their students' first language in the classroom. For example, in which language should you:

- give instructions?
- advise students?
- praise them?
- explain grammar?
- monitor understanding?

Teachers are encouraged to use their own judgements in this area, although it can be a difficult decision to make. Teachers may wish to provide maximum opportunities for students to hear and use English. At the same time, they also deal with different levels of ability and want as many students as possible to join in the lesson. The classroom provides a natural context and opportunity for language learning and practice, and as it may be students' only chance to hear and use English, it should be used as much as possible, unless it obstructs learning.

# Other considerations

Students should read and understand the instructions given in their books for the different activities. As a teacher, it is useful to use the same instructions in each lesson when setting up pair and group work so that students become familiar with them.

# Classroom management

The class can be organised in different ways, depending on the activity being taught at different times of the lesson.

The notes will indicate this. Teachers are encouraged to invest time and effort in training their classes to change from one way of working to another efficiently, for example from individual to group work.

### Whole-class

For whole-class work, all the students face the teacher. This is useful when introducing new language, using the board to teach new vocabulary, structures or writing patterns, or introducing a new topic.

### Individual students working alone

Students work on their own to complete a task. This is useful for simple tasks such as paragraph writing, writing answers to questions, listening and note-taking, and some reading tasks.

### Pair work

Students work with a partner to complete tasks. This gives essential practice of speaking skills in activities such as discussions and the exchange of ideas and opinions. It is a very natural form of communication. It can also be used in activities when students need to help each other, for example when planning writing tasks.

For some kinds of pair work, for example in controlled practice or when getting students to model new language, students should first be given time to practise the language in pairs before individual pairs are chosen to demonstrate it to the rest of the class.

### Group work

There are plenty of opportunities for students to work in small groups. This allows them to learn in a cooperative way, and to use language in natural situations.

### Cooperation

Students should be encouraged to help each other as much as possible. Research shows that where students help each other, everyone learns better, including stronger and weaker learners.

### Language accuracy or language fluency?

When teaching a communicative course, you have to decide whether to focus on language accuracy or language fluency. When learning and practising spoken English, we want students to speak accurately and correctly, but we also want them to speak naturally and at a reasonable speed. These two things are often in conflict. For example, if a student is trying to structure a sentence correctly, trying to remember vocabulary and trying to pronounce words carefully, he or she might speak more slowly to give lots of thinking time. On the other hand, if a student is interested in what he or she is saying and speaking quickly, then the number of language errors will probably increase. Generally, try to balance

accuracy and fluency. When practising and presenting new language, it is perhaps more important to focus on accuracy. During speaking activities when students are making use of language in a more life-like activity, you should focus more on fluency, and be prepared to accept more errors (and interrupt less!). In this way you encourage students to be more responsible for their own learning.

### Correcting mistakes

It is important to vary how and when you correct (and indeed sometimes if you correct) work according to the kind of activity and the stage of the lesson. The important thing is to maintain students' enthusiasm to speak while at the same time helping them to improve. One consideration is to vary how you correct mistakes. You do not always have to do this yourself, but allow students to correct their own and each other's work. Another approach might be to note repeated mistakes, and correct them the next time you review the language.

# D THE COURSE COMPONENTS

The components of *New Hello English for Preparatory Schools* are as follows:

1 Two Student's Books with integrated Workbook (one per term)
2 Two Course CDs (one per term)
3 A Teacher's Guide
4 A website (www.newhelloforegypt.com)

## The Student's Book

The Student's Book is the main book in the *Hello English for Preparatory Schools* course, and is used to present, contextualise, practise and extend the language, topics and skills which are introduced in this stage.

The general aims of the Student's Book are to:

- ♦ contextualise, present and practise target language
- ♦ build on students' knowledge of English structures, functions and vocabulary
- ♦ extend students' strategies for coping with language skills and language learning
- ♦ develop students' sense of independence and responsibility for their own language learning
- ♦ develop students' critical-thinking skills and ability to form opinions about and comment on a range of subjects
- ♦ give opportunities to review recent language
- ♦ expose students to a range of interesting and educationally valuable topics.

### Format and content

The Student's Book consists of six modules on a structural and communicative syllabus, covering a range of topics which intend to interest and encourage students. Each module consists of three units which are linked by a common theme, and at the end of each module there is a Review unit. Thus there is a total of eighteen units, nine of which are to be covered in the first term and nine in the second term. There is also a reader section at the end of each term.

New language is introduced in the context of different subjects which attract and hold the attention of students, and which aim to make a useful and lasting contribution to learners' intellectual and moral education.

Photographs, graphics and life-like illustrations are used to contribute to an attractive and colourful design which will appeal to students of this age.

The first page of each main unit starts with a box which summarises the objectives of the unit for the students and gives teachers an opportunity to outline the structures, functions and lexical content contained in the unit. The Objectives box gives students a useful checklist to monitor their progress against at the end of a unit, and to help them revise for their examinations.

All units cover the four language skills – listening, speaking, reading and writing – and practise many key sub-skills such as reading for the main ideas of a text or listening to identify the purpose of a spoken text.

Each unit contains a variety of tasks which cover different learning styles. They encourage students to develop independent learning strategies and habits, and critical- thinking skills.

The reader section, at the end of each term of the Student's Book, consists of a short version of a famous or classic story and provides an excellent opportunity for students to read more extensively in English. The importance of developing the habit of reading longer texts of this quality in English cannot be overemphasised. Each story is divided into four chapters with accompanying vocabulary and comprehension exercises, and critical-thinking questions to encourage the students to think about and discuss the topics and morals of the story.

## Unit format and content

Each unit contains five pages, each of which fulfils a different function. There is also a three-page Workbook unit which provides extra practice.

Each unit has four lessons and a Review page. Lesson 1 uses the first page of the Student's Book unit. Lesson 2 uses the second page of the Student's Book unit and the first page of the Workbook unit. Lesson 3 uses the third page of the Student's Book unit, and Lesson 4 uses the fourth page of the Student's Book unit and the second page of the Workbook unit. The Review uses the final page of the Student's Book and Workbook units.

The first page of the Student's Book unit presents a reading activity. It begins with questions for students to discuss in small groups and then sets activities for students to read the text both for gist and detail. Teachers should also be encouraged to work on the lexis in the texts to help students build their vocabulary.

The second page of the Student's Book unit focuses on the target language and grammar presented in the unit. Grammar is taught in context, and this page begins with examples of the target language found in the reading text on the first page. Students are then asked to work out the rules with the help of the Grammar box which highlights the structure of the new language point. They then practise the new language, firstly in a controlled manner and then in a freer way, often by asking and answering questions in pairs, using the target language.

The third page of the Student's Book contains a listening activity within the unit theme. These listening texts enable students to hear English spoken in a variety of different situations. Students are asked to answer gist and detail questions or to complete notes or sentences, using the listening texts. The lesson also focuses on communication skills and contains a Functions box. This box focuses on the functional language used in the listening activities. Students are encouraged to use this new functional language in a realistic speaking activity. The page also includes an Internet search activity. This is designed to encourage students to become independent learners. They are asked to find out information related to the theme of the unit, and to report back their findings to the rest of the class.

The fourth page of the Student's Book extends the topic and target language, and provides additional practice opportunities. In the first unit of each module the fourth page includes a Tools for Life box. These boxes encourage learners to think about others and what they can do to be better citizens while providing further practice of language points and helping them to connect their learning in class to the outside world. In the second unit, students are encouraged to be more independent in their learning by completing a Project which practises their writing skills. Students are provided with a model text and then plan and produce their own work. Each project is related to the unit's topic and encourages students to use the language from the unit. In the third and final unit of the module, the fourth page has a different format. Called *Eye on Egypt*, this page includes a longer reading text with comprehension questions, which provides a theme for a discussion in the Critical Thinking activity that students complete in the second half of the lesson. The texts focus on themes which affect those of the wider community in Egypt, and, along with the Critical Thinking activities, are designed to help students to think about the variety of places, people, nature and issues which their country offers and is affected by. This page encourages students to think about the theme of the text and practise language which will help them to express their personal opinions and ideas.

The final page of each module is a Review page. This page focuses on the language and structure that the students have learned in the unit, and provides an additional opportunity to revise and consolidate the target language. It contains a series of exercises for students to complete in various interaction patterns and covers different skills. Each Review ends with a Skills section. In the first unit of a module, this is a Dictionary skills feature, which teaches the skills that students need to use a dictionary effectively. In the second unit, there is a Word building skills section, which encourages the students to look at suffixes, prefixes and word patterns. In the third and final unit, there is a Writing skills feature, which focuses on an aspect of written English such as linking words or use of pronouns. In each case, the corresponding Workbook page provides an opportunity for students to put what they have learned in the Skills section into practice.

After each module there is a Review Unit which has two Student's Book pages. These are designed to revise and consolidate the language learned in the three units of the module. The Student's Book Review is followed by two Practice Tests (a and b) in the Workbook. The Review pages and the Practice Tests can be used as tools to assess the progress of the students and identify any extra work that needs to be done on a particular language element.

## The Workbook

The Workbook is intended to be used alongside the Student's Book. It provides additional reinforcement of the language and grammatical structures which the students have already studied in the Student's Book. The main purpose of the Workbook is to consolidate language presented in the Student's Book and to offer extra practice in reading, writing and using acquired knowledge.

The general aims of the Workbook are to:

- practise and consolidate vocabulary
- practise and consolidate grammatical structures
- give opportunities to review recent language
- consolidate reading and writing skills
- develop students' abilities to plan, write and proofread short texts.

### Format and content

The Workbook corresponds with the Student's Book in that there are eighteen core units and two Practice Tests after every third unit. The Workbook is used with the Student's Book in Lessons 2 and 4 and the Review page of each unit.

Workbook exercises are designed for use in class as a follow-up to the Student's Book lesson. They can be started in class and then given to students to complete for homework. The core units of the Workbook are not intended to test the students, but to give them an opportunity to use and consolidate what they have learned and so to feel a sense of achievement, progress and confidence.

At the start of the first term Workbook there is a diagnostic test called "Check your English!" which aims to test students' previous acquisition of the language. The diagnostic test is meant to be taken during the first week of the academic year. It should help the teacher to measure the students' abilities and to recognize any weak points that may exist before the academic year begins. After conducting the diagnostic test, the teacher should be able to identify the distinguished students in class, as well as the weaker ones. Accordingly, the teacher is expected to provide remedial work for the weak students and to have at hand encouraging activities to motivate the more advanced learners.

At the end of the Workbook there is a list of irregular verbs and an alphabetical list of the vocabulary, with the unit number in which each word first appears.

### Unit format and content

Each unit of the Workbook contains three pages, and there are four pages for the Practice Tests after every third unit. The Workbook pages include tasks and activities which students should find interesting and challenging. These include:

- a variety of grammar practice exercises
- a variety of writing tasks and activities
- a variety of reading texts and activities.

The first page of the unit in the Workbook is designed to be used after Lesson 2 in the Student's Book. It contains a vocabulary exercise and practice for the grammar points presented in the Student's Book.

The second page of the Workbook unit is used after Student's Book Lesson 4, and contains extra practice of the functions, skills and language points of Lessons 3 and 4 of the Student's Book.

The third page of the Workbook unit is used after the Student's Book Review page, and focuses on writing skills, providing controlled practice activities, and ending with an open writing task connected to the theme of the unit, where students are encouraged to reflect on what they have discussed in the unit and practise the target language. This includes what they have learned in the Writing skills section of the Student's Book page. Before students write, they are encouraged to think about what information and structures they are going to include.

## The Course CD

The CD contains recorded dialogues and listening texts from the Student's Book. Full tapescripts are included in the Teacher's Guide within the lesson notes.

## The Teacher's Guide

### Book format and content

This general introduction to the course includes a background to the teaching approach, as well as descriptions of the published materials, and notes about useful and effective techniques and activities.

The main part of the guide consists of detailed notes on how to use the material and tasks presented in the Student's Book and Workbook effectively.

At the beginning of the book, there is a scope and sequence table which summarises the language content of the course. There is also a glossary at the end of the book which contains words and phrases used in the Teacher's Guide and their Arabic (contextual) translation.

# E ONGOING ASSESSMENT

The Review pages and Review Units in the Student's Book encourage ongoing assessment of the students within the classroom and also prepare them for their examinations. The Practice Tests in the Workbook provide an additional opportunity for teachers to assess students' progress, and could be given under test conditions if desired. All of the review and test pages enable the teacher to build up a more detailed picture of individual learners and helps them to identify any areas of difficulty that may require extra input or revision.

Individual difficulties can be dealt with by talking with the student, or setting individual exercises which may improve his or her confidence. Talk positively to the students about their progress and mistakes, and demonstrate how they can learn through reflecting on their mistakes.

# F SUPPLEMENTARY ACTIVITIES

New language can be reinforced through fun additional activities. The following language games can be adapted for most of the different Student's Book units.

## Team Noughts and Crosses

Divide the class into two teams, noughts (O) and crosses (X). Give each team a word to read out loud. (It is easier if team members take it in turns to do this, as if everyone calls out it will be difficult to hear if they are right.) If the member of the team gets the pronunciation right, they can come and put a nought or cross on the grid for their team. The first team to get a line of noughts and crosses wins.

You can also use language items in this game, e.g. the irregular past participle. Give each team a verb to read out loud. The team reads the base verb to the other team and they have to say what the past participle of that verb is.

## Oral Drills

When you teach pronunciation or new vocabulary, it can be useful to do oral drills. If students chant new words as a class first this will give them confidence. Then you can ask individuals to chant the same words and hear how well they have learned to say them.

## Picture dictations

Using language items learned in the unit, ask students to draw something you describe, for example, a job. They do this individually, but can swap or compare their drawings with a partner at the end to check that they have understood the language.

NB: This is not a test of their drawing skills; you are simply using drawing to check their comprehension.

If necessary, teach some basic skills for drawing stick men, adjectives, climate, etc.

There are several variations on this activity:

- Get students to dictate to each other in pairs.
- One student draws a picture or a map, and then describes it to his or her partner, who must draw the same. They then check to see if the partner got it right, and swap roles.

## Memory Games

### 1 Pairs

Use a set of picture cards and a set of matching cards with descriptions on them relating to the current unit. They are all placed face down on the table. Students take it in turns to turn over two cards. When they turn over a description card and a picture card that match, they keep them and have another go. Students gradually learn where pairs of cards are on the table. The game ends when all the cards have gone. The winner is one who has the most pairs of cards at the end.

The game can be varied to have students match synonyms (words with similar meanings) or antonyms (words with opposite meanings) or the base form of verbs with their past or past participle.

### 2 Kim's game

Place a number of either objects or word or picture cards which relate to the unit on a tray. Students look at the contents of the tray for a minute, and commit the items to memory. The tray is hidden from view, and students write down the contents of the tray.

### 3 Jigsaw telling tales

Using a text from the unit (reading or listening), students are given a little bit of the text (a couple of sentences each) that they have to learn by heart. The students then work either with the whole class or in groups to reconstruct the text/dialogue by listening once to everyone's bits, then rereading them aloud (from memory) in the correct order.

# Check your English!

## 1 Listen and choose the correct answer from a, b or c

1 Where is Mrs Warda?
(a) in a clothes shop  b in a florist  c in a bakery

2 What does she want to buy?
a a dress  (b) a jacket  c a blouse

3 What size is she?
(a) small  b medium  c large

4 Which colour would she like?
a red  b black  (c) blue

5 What is the problem with the first jacket?
(a) It is too big.  b It is too small.  c It is the wrong colour.

## 2 Complete the following dialogue

**Secretary:** Good morning. Can I help you?

**Mr Smith:** Hello, my name is Mr Smith.

**Secretary:** Sorry, can you **1** *repeat*........................ that, please?

**Mr Smith:** Yes, Mr Smith. I'd **2** *like*............................ to see Mr Hamed.

**Secretary:** Yes, of **3** *course*....................... . He is in room 5.

**Mr Smith:** How do I **4** *get*.......................... to room 5?

**Secretary:** It's the first door **5** *on*............................ the right.

## 3 Supply the missing parts in the following mini-dialogues:

a **Ms Amany:** Good morning, students. Today we are going to talk about how paper is made.

**Ahmed:** *Where is most of the world's paper made?*.......................................?

**Ms Amany:** That's a good question, Ahmed. Most of the world's paper is made in the USA.

b **Mr Abdelaziz:** Who has some useful advice about the ways to study?

**Maya:** *You should eat healthy food. [Accept any reasonable answer.]*.............

**Mr Abdelaziz:** Yes, that's a great suggestion, Maya.

c **Shopkeeper:** *Hello. Can I help you?*.......................................................................?

**Customer:** Yes, I'm looking for a new computer, please.

## 4 Read and correct the underlined words

1 Hala's brother <u>have</u> a new job in Alexandria.

*Hala's brother has a new job in Alexandria.*...............................................................

2 It's hot today, <u>doesn't it?</u>

*It's hot today, isn't it?*...............................................................................................

**3** Magda looked at yourself in the photographs.

*Magda looked at herself in the photographs.*

**4** I phone you when I arrive.

*I'll phone you when I arrive.*

**5** You mustn't to be late for school.

*You mustn't be late for school.*

**6** This computer is not heavy than the old one.

*This computer is not as heavy as the old one.*

**7** The computer is the more useful thing in our house.

*The computer is the most useful thing in our house.*

**8** These cars are made of Egypt.

*These cars are made in Egypt.*

9 All these pictures were paint by students in our school.

*All these pictures were painted by students in our school.*

**10** There are not many animals in the desert. Although, beautiful flowers grow in the Sahara.

*However, beautiful flowers grow in the Sahara.*

## 5 Choose the correct answer from a, b or c

**1** A tour guide ........ people famous places.

**a** show **(b)** shows **c** showing

**2** There ........ meat in this dish.

**(a)** isn't any **b** isn't some **c** aren't

**3** The trip is full of amazing things to do. ........ miss it!

**a** Not **b** Do **(c)** Don't

**4** ........ I was doing my homework, my friend arrived.

**a** Because **b** Although **(c)** While

**5** A long shower uses ........ water.

**(a)** a lot of **b** a lot **c** many

**6** When did your father ........ in Cairo?

**(a)** arrive **b** take **c** reach

7 Mona does not like cities because they are ........ noisy.

**a** not enough **b** enough **(c)** too

**8** ........ book is this?

**a** Who **b** Who's **(c)** Whose

**9** Ahmed can run very ........ . He always wins races.

**(a)** fast **b** slowly **c** quietly

**10** If you throw paper into water, it ........ .

**(a)** floats **b** float **c** floated

**11** It is not a beautiful building. I think it is ........ .

**a** clean **b** ugly **c** healthy

**12** The water is very clean, so it is ........ to drink.

**a** hot **b** cold **c** safe

**13** This jacket is not big or small, it is a ........ size jacket.

**a** medium **b** middle **c** large

**14** The boys usually play tennis at the sports ........ .

a station **b** club **c** line

**15** Use the ........ to find how much the bag weighs.

**a** ruler **b** measure **c** scales

**16** Some cities, ........ Luxor and Aswan, are very popular with tourists.

**a** such **b** example **c** like

**17** We use our lungs to ........ .

**a** breathe **b** eat **c** sleep

**18** If you sit in the sun for too long, your ........ will burn.

**a** brain **b** heart **c** skin

**19** Mother is baking some fresh bread in the ........ .

**a** cup **b** oven **c** gloves

**20** Car tyres are made of ........ .

**a** rubber **b** plastic **c** wood

## 6 Read the information about water bottles and answer the questions

How much water do you drink every day? Do you sometimes drink it from a plastic bottle? Around the world, millions of plastic water bottles are used every year. When these bottles are empty, it is difficult to recycle them. Most of them become rubbish. This is very bad for the environment. About ten percent of these bottles go into the sea. These can hurt fish and other sea animals.

Plastic bottles are not very easy or cheap to make. Now, scientists are making a new kind of bottle. It is a ball made from plants that grow in the sea. You can make these bottles cheaply and easily and you can recycle them. Each ball does not carry very much water, but you can put lots of them together inside a larger ball to carry them. Perhaps this will change the way we drink our water in the future. It is also good news for the environment, isn't it?

**1** Plastic bottles are …………….. to make.

**a** cheap **b** easy **(c)** expensive **d** good

**2** What do plastic bottles do to fish and other sea animals?

**(a)** They harm them. **b** They feed them. **c** They eat them. **d** They warm them.

**3** What does the underlined them refer to?

**a** plants **(b)** new kinds of bottles **c** scientists **d** fish

**4** What did some scientists invent? *They invented a new kind of bottle.*

**5** Why do you need to put lots of the balls inside a larger ball?

*Because each ball does not carry very much water.*

**6** Why do you think the new bottles are good news for the environment?

*The bottles can be recycled.*

## 7 Write a paragraph of six sentences on how to stay healthy

*Students' own answers*

**Tapescript**

*Assistant:* *Good afternoon. Can I help you?*

*Mrs Warda:* *Yes, I'd like to buy a jacket, please.*

*Assistant:* *What size would you like?*

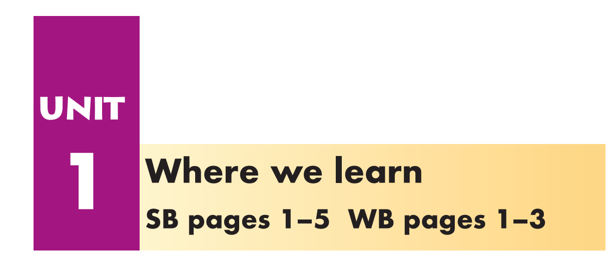
*Mrs Warda:* *I'd like a small one, please.*

*Assistant:* *What colour would you like?*

*Mrs Warda:* *Blue please. Thank you. …. It's a bit large. Have you got a smaller one?*

*Assistant:* *Yes. Try this one.*

*Mrs Warda:* *It's very nice. Thank you. I'll have it!*



# UNIT 1 Where we learn

**SB pages 1–5 WB pages 1–3**

## Objectives

**Grammar**

Ability: *can/can't;* necessity/obligation: *must/ mustn't*

**Reading**

Reading about schools around the world

**Listening**

Listening to a tour of a school building

**Speaking**

Giving locations of places in a building

**Writing**

Writing about a school for a website

## LESSON 1 SB page 1

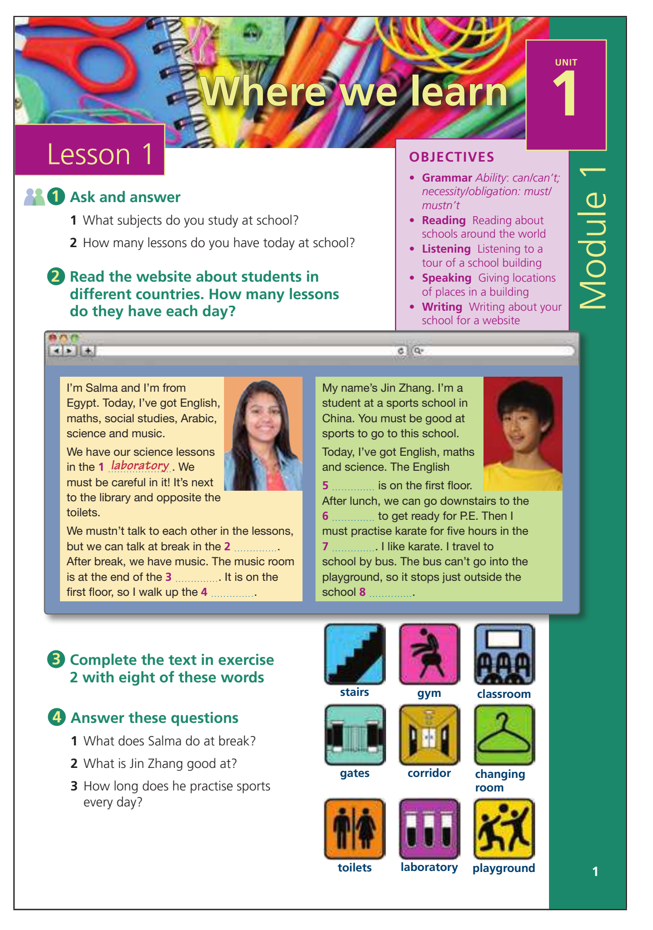
### Outcomes

- To welcome the students to their new class
- To introduce the Student's Book to the students
- To talk about school subjects and places in a school
- To read about Salma and Jin Zhang's school days and answer questions

**Before using the book:**

- Introduce yourself and say *Good morning/ afternoon* to the students. Encourage them to reply in the same way.
- Write the title of the unit **Where we learn** on the board and ask the students to tell you what they think this means and what they will study in the unit. Confirm any correct answers.
- Elicit the names of school subjects that the students already know in English and write a list on the board.
- Ask *Where do you have classes at school?* to elicit *classroom*. Ask which other places in the school the students know in English and add them to the board.

**SB Page 1**



Where we learn

UNIT 1

Lesson 1

Module 1

**OBJECTIVES**

- **Grammar** *Ability: can/can't; necessity/obligation: must/ mustn't*
- **Reading** Reading about schools around the world
- **Listening** Listening to a tour of a school building
- **Speaking** Giving locations of places in a building
- **Writing** Writing about your school for a website

**1 Ask and answer**

1 What subjects do you study at school?

2 How many lessons do you have today at school?

**2 Read the website about students in different countries. How many lessons do they have each day?**

I'm Salma and I'm from Egypt. Today, I've got English, maths, social studies, Arabic, science and music.

We have our science lessons in the 1 *laboratory*. We must be careful in it! It's next to the library and opposite the toilets.

We mustn't talk to each other in the lessons, but we can talk at break in the 2 ............. After break, we have music. The music room is at the end of the 3 ............. It is on the first floor, so I walk up the 4 .............

My name's Jin Zhang. I'm a student at a sports school in China. You must be good at sports to go to this school.

Today, I've got English, maths and science. The English 5 ............. is on the first floor. After lunch, we can go downstairs to the 6 ............. to get ready for P.E. Then I must practise karate for five hours in the 7 ............. I like karate. I travel to school by bus. The bus can't go into the playground, so it stops just outside the school 8 .............

**3 Complete the text in exercise 2 with eight of these words**

stairs gym classroom gates corridor changing room toilets laboratory playground

**4 Answer these questions**

1 What does Salma do at break?

2 What is Jin Zhang good at?

3 How long does he practise sports every day?

1

### 1 Ask and answer

1 Draw attention to the Objectives box on page 1, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Now tell the students to read the first question in exercise 1 and invite a few students to answer the question.

3 Ask the students to look at question 2 and work in small groups to take turns to ask and answer it. Then ask *Which are your favourite subjects?* Have them discuss this in their groups. Go round and monitor while they are working, helping where necessary.

4 Finally, invite different students to tell the class about the rooms they have been in today.

5 You could ask a confident student to draw a simple plan of the school and ask other students to label it.

***Answers:***

Students' own answers.

### 2 Read the website about students in different countries. How many lessons do they have each day?

1 Ask the students to quickly look at the texts and say where they might find them (*on a website*).

Ask what kind of information they think they will find in the text (*descriptions of Salma's and Jin Zhang's school days*).

2 Tell the students to look at the question for exercise 2. Ask them to scan the texts to find the answer. Remind them what *scan* means (*reading quickly to find specific information*).

3 Check the answers orally as a whole class.

4 Ask whose school day is most similar to their own—Salma's or Jin Zhang's. Ask them to explain how they are similar or different.

***Answers:***

Salma has six lessons.
Jin Zhang has four lessons.

### 3 Complete the text in exercise 2 with eight of these words

1 Ask the students to look at the pictures and check understanding, for example *What do you do in a laboratory?* (*science experiments*).

2 Read aloud each word several times for the students to listen to and repeat the correct pronunciation.

3 Students then work in pairs to complete the texts in exercise 2 with the words. Remind them to read the context carefully to help them decide which word goes in each gap.

4 When they have finished, ask them to check their answers with another pair before checking them orally as a whole class.

5 Ask the students to read the text again and underline any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

6 Ask students to make sentences using each of the words, for example, *We study science in the laboratory*.

7 Ask whose school day they would prefer and why.

***Answers:***

2 playground
3 corridor
4 stairs
5 classroom
6 changing room
7 gym
8 gates

### 4 Answer these questions

1 Ask the students to read the questions and invite them to answer in pairs without referring back to the texts.

2 They then read the texts to check their answers.

3 Check the answers by asking different students to read out the appropriate part of the text.

***Answers:***

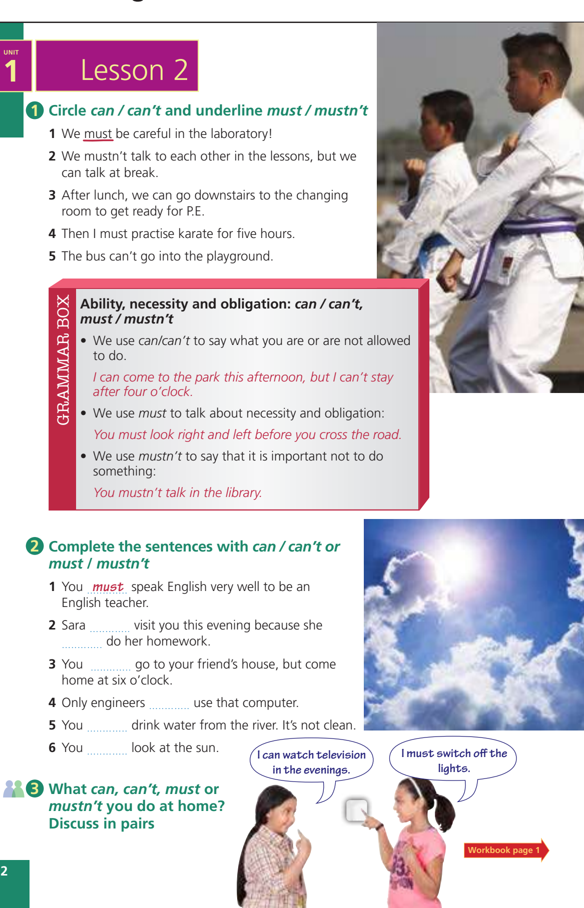
1 She talks to her friends.
2 He is good at sports/ karate.
3 He practises for five hours.

## LESSON 2 SB page 2 WB page 1

**Outcomes**

• To use *can/can't, must/mustn't*

### SB Page 2


UNIT 1 Lesson 2

1 Circle *can / can't* and underline *must / mustn't*

1 We must be careful in the laboratory!
2 We mustn't talk to each other in the lessons, but we can talk at break.
3 After lunch, we can go downstairs to the changing room to get ready for P.E.
4 Then I must practise karate for five hours.
5 The bus can't go into the playground.

GRAMMAR BOX
**Ability, necessity and obligation: *can / can't, must / mustn't***
• We use *can/can't* to say what you are or are not allowed to do.
*I can come to the park this afternoon, but I can't stay after four o'clock.*
• We use *must* to talk about necessity and obligation:
*You must look right and left before you cross the road.*
• We use *mustn't* to say that it is important not to do something:
*You mustn't talk in the library.*

2 Complete the sentences with *can / can't* or *must / mustn't*

1 You *must* speak English very well to be an English teacher.
2 Sara ........ visit you this evening because she ........ do her homework.
3 You ........ go to your friend's house, but come home at six o'clock.
4 Only engineers ........ use that computer.
5 You ........ drink water from the river. It's not clean.
6 You ........ look at the sun.

3 What *can, can't, must* or *mustn't* you do at home? Discuss in pairs



### 1 Circle *can/can't* and underline *must/ mustn't*

1 Revise *can/can't and must/mustn't* for obligation and permission. Write the words on the board and ask the students what they know about

using each one. Ask them to provide example sentences where possible.

2 Ask the students to open their books and look at the example in exercise 1.
3 The students copy the sentences into their notebooks and complete the exercise individually. Ask them to compare their answers with a partner. Then invite different students to call out the circled and underlined words in each sentence.
4 Now ask them to look at the Grammar box and read the rules for *can/can't, must/mustn't*. Ask different students to find an example of each rule in the sentences above the box.

***Answers:***

2 We mustn't talk to each other in the lessons, but we can talk at break.
3 After lunch, we can go downstairs to the changing room to get ready for P.E.
4 Then I must practise karate for five hours.
5 The bus can't go into the playground.

## 2 Complete the sentences with *can/can't or must/mustn't*

1 Ask the students to look at the example and say why the sentence has been completed with *must* (*it expresses an obligation*).
2 Ask the students to complete the exercise in pairs, using the correct modal verb in each case. Remind them that there may be more than one possible answer for some of the sentences.
3 Check the answers as a whole class.

***Answers:***

2 can't, must
3 can
4 can
5 mustn't
6 mustn't

## 3 What *can, can't, must* or *mustn't* you do at home? Discuss in pairs

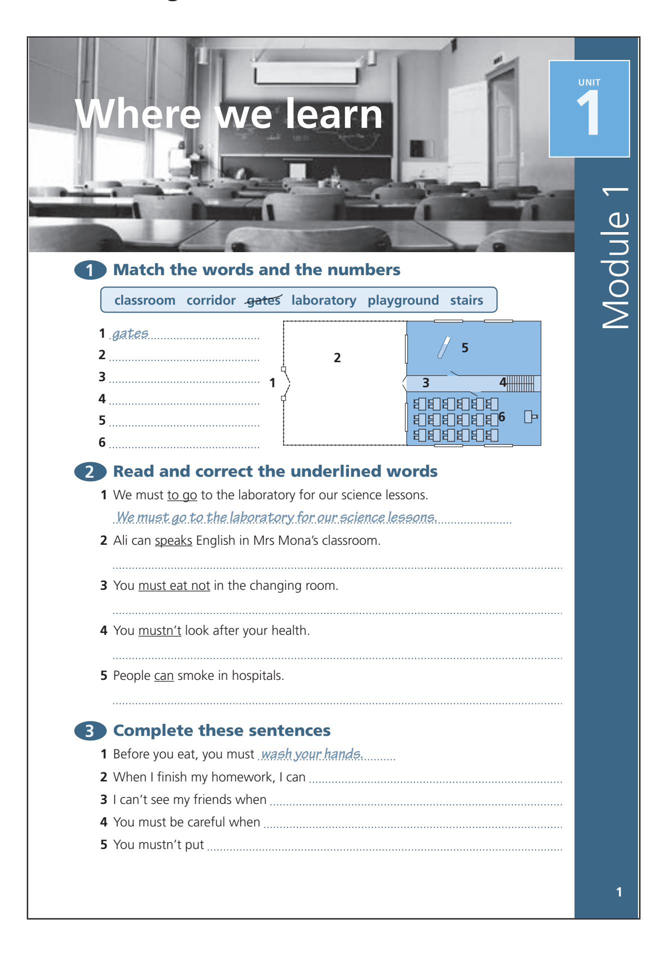
1 Ask the students to look at the speech bubbles and to identify the modal verbs (*can* and *must*) and ask *What is allowed?* (*watching television*) *What is an obligation?* (*helping in the kitchen*).
2 Ask the students to discuss their ideas with a partner, using the appropriate modal verbs.
3 Go round and monitor while they are working, helping where necessary.

4 Invite pairs of students to tell the rest of the class about their partner.

***Answers:***

Students' own answers

## ✎ WB Page 1



Where we learn

UNIT 1

Module 1

1 Match the words and the numbers

classroom corridor ~~gates~~ laboratory playground stairs

1 gates
2 ...
3 ...
4 ...
5 ...
6 ...

2 Read and correct the underlined words

1 We must to go to the laboratory for our science lessons.
We must go to the laboratory for our science lessons.
2 Ali can speaks English in Mrs Mona's classroom.
3 You must eat not in the changing room.
4 You mustn't look after your health.
5 People can smoke in hospitals.

3 Complete these sentences

1 Before you eat, you must wash your hands.
2 When I finish my homework, I can ...
3 I can't see my friends when ...
4 You must be careful when ...
5 You mustn't put ...

1

## 1 Match the words and the numbers

1 Elicit the words for places in a school.
2 Then ask the students to look at the plan and check that they understand what to do.
3 The students complete the exercise individually and check their answers in pairs. Then check the answers as a whole class.

***Answers:***

2 playground
3 corridor
4 stairs
5 laboratory
6 classroom

### 2 Read and correct the underlined words

1. Read the first sentence to the students. Ask what the modal verb is and ask *Is this correct?* (*No*). *Why not?* (*because 'to' is not used with modal verbs*).
2. Say the sentence again and ask a confident student to provide the correction. Then refer them to the example to check. Point to the underlined words in the remaining sentences and ask the students to correct them in a similar way.
3. Students complete the exercise with a partner.
4. Invite different students to read out their answers to the class.

***Answers:***

2. Ali can speak English in Mrs Mona's classroom.
3. You mustn't/must not eat in the changing room.
4. You must look after your health.
5. People must not / cannot / can't / mustn't smoke in hospitals.

### 3 Complete these sentences

1. Elicit the modal verbs again and ask a student to explain how they are used (*for permission and obligation*).
2. Ask the students to read the example and check that they understand that they should complete each sentence so that it is true for them.
3. Invite different students to read out their answers to the class.

***Suggested answers:***

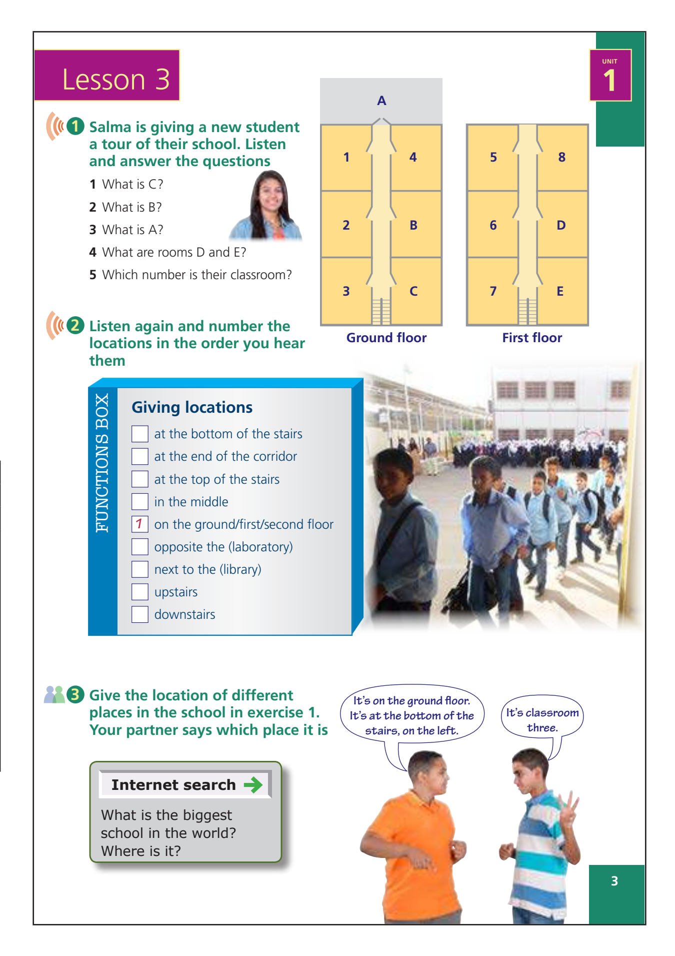
2. watch television.
3. I have tests the next day.
4. you are in the laboratory.
5. your feet on the chair.

## LESSON 3 SB page 3

### Outcomes

- To listen to a someone giving a tour of a school and identify places
- To listen and order information
- To describe where places are in a building

### SB Page 3


Lesson 3

UNIT 1

1 Salma is giving a new student a tour of their school. Listen and answer the questions

1 What is C?
2 What is B?
3 What is A?
4 What are rooms D and E?
5 Which number is their classroom?



2 Listen again and number the locations in the order you hear them

FUNCTIONS BOX

Giving locations

- at the bottom of the stairs
- at the end of the corridor
- at the top of the stairs
- in the middle
- 1 on the ground/first/second floor
- opposite the (laboratory)
- next to the (library)
- upstairs
- downstairs

3 Give the location of different places in the school in exercise 1. Your partner says which place it is



Internet search

What is the biggest school in the world? Where is it?

3

### 1 Salma is giving a new student a tour of their school. Listen and answer the questions

1. Ask the students to look at the diagram and ask what they think it shows (*a plan of a school*).
2. Tell the students that they are going to listen to Salma showing a new student around and that they should answer the questions as they listen by writing the names of the rooms.
3. Play the recording. The students listen for the answers. Check the answers as a whole class.

**Tapescript**

*Teacher:* *Hello, Salma. This is Amal. She's a new girl in our class. Can you show her where to go for her lessons?*

*Salma:* *Of course! I'll give you a tour of our school!*

*Amal:* *Thank you!*

*Salma:* *Let's start on the ground floor. … This is the office here at the bottom of the stairs on the right. The toilets are next to it. And that's the door to the playground at the end of the corridor. We go there at break.*

|  |  |
|---|---|
|  | *Now let's go upstairs.* |
|  | *Right, here we are at the top of the stairs on the first floor. The room on the right is the library. That's where we read books and use the computers. And next to the library is the laboratory, where we have our science lessons.* |
| *Amal:* | *Which classroom is ours?* |
| *Salma:* | *It's opposite the laboratory. There are three classrooms there, and ours is number 6 in the middle. Now let's go downstairs. Come and meet my friends. It's break, so they are in the playground.* |

***Answers:***

1 the office
2 the toilets
3 the playground
4 D is the laboratory and E is the library.
5 Number 6

**2 Listen again and number the locations in the order you hear them**

**1** Ask the students where some places in your school are, to try to elicit *at the end*, *at the top* etc.

**2** Ask the students to read the phrases for giving locations and check understanding by miming or gesturing.

**3** Tell the students that they are going to listen to the recording of Salma again and that as they listen they should number the locations as in the example.

**4** Play the recording for the students to listen and complete the exercise. Then ask the students to check their answers in pairs before playing the recording again for them to check.

**5** Check the answers as a whole class.

***Answers:***

2 at the bottom of the stairs
3 at the end of the corridor
4 upstairs
5 at the top of the stairs
6 next to the (library)
7 opposite the (laboratory)
8 in the middle
9 downstairs

**3 Give the location of different places in the school in exercise 1. Your partner says which place it is**

**1** Ask two students to read out the speech bubbles. Elicit what they are doing (*playing a guessing game about places in their school*).

**2** Give students an example of your own for them to guess and ask a confident pupil to do the same.

**3** Students then work with a partner to play the guessing game. Remind them to use the vocabulary for places in their school and the phrases for giving locations. Monitor and help where necessary.

**4** Invite different students to describe a place in the school for the rest of the class to guess.

***Answers:***

Students' own answers

**Internet search**

**1** Ask the students what they remember about Salma's and Jin Zhang's schools. Ask them what other kinds of schools they know about.

**2** Now tell the students that they are going to do an internet search to find out where the biggest school in the world is. Invite them to guess, and explain the reasons for their ideas.

**3** The research can be done in class if there are enough resources, or as homework. Tell the students to type the question in the Internet search box into a search engine.

**4** When they have carried out their research, ask the students to report their findings to the rest of the class. Did any of the students guess correctly?

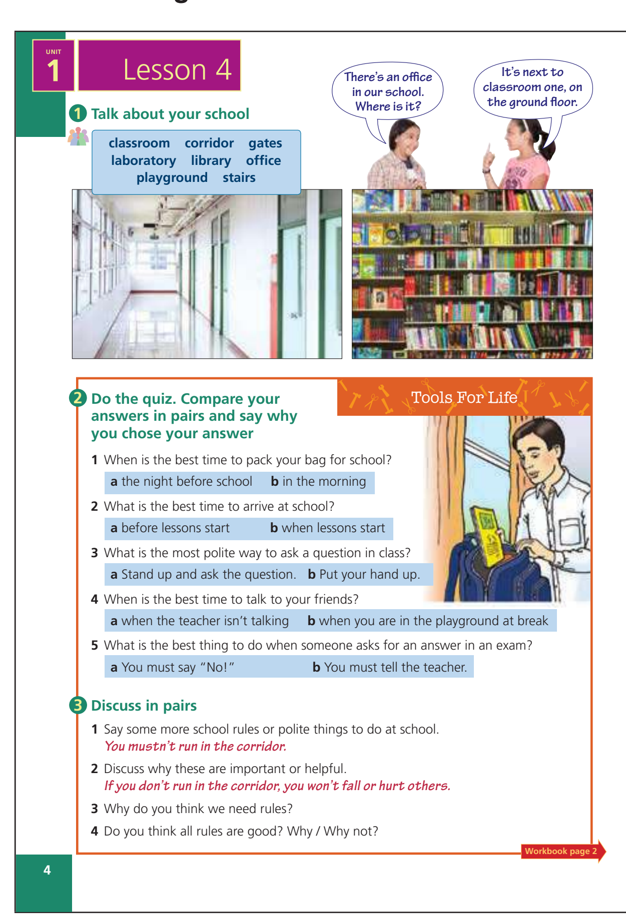
**5** As a further activity, the students could find out more about the school.

## LESSON 4 SB page 4 WB page 2

### Outcomes

- To talk about where places are in school
- To ask and answer a quiz about being polite
- To discuss being polite to others

### SB Page 4


UNIT 1 Lesson 4

1 Talk about your school

classroom corridor gates
laboratory library office
playground stairs



2 Do the quiz. Compare your answers in pairs and say why you chose your answer

Tools For Life

1 When is the best time to pack your bag for school?
a the night before school b in the morning
2 What is the best time to arrive at school?
a before lessons start b when lessons start
3 What is the most polite way to ask a question in class?
a Stand up and ask the question. b Put your hand up.
4 When is the best time to talk to your friends?
a when the teacher isn't talking b when you are in the playground at break
5 What is the best thing to do when someone asks for an answer in an exam?
a You must say "No!" b You must tell the teacher.

3 Discuss in pairs

1 Say some more school rules or polite things to do at school.
*You mustn't run in the corridor.*
2 Discuss why these are important or helpful.
*If you don't run in the corridor, you won't fall or hurt others.*
3 Why do you think we need rules?
4 Do you think all rules are good? Why / Why not?

Workbook page 2

4

### 1 Talk about your school

1 Elicit the names of places in a school. Then ask the students to look at the pictures and ask *Where are they?* (*a corridor and a library*).

2 Ask two confident students to read out the speech bubbles. Point to the box and explain that they should ask and answer questions as in the example, using the words.

3 Students work in small groups to discuss the places in their school.

4 Invite different pairs of students to ask and answer about the places.

***Answers:***

Students' own answers

### 2 Do the quiz. Compare your answers in pairs and say why you chose your answer

1 Books closed. Read out each of the questions from the quiz in turn, and invite students to make suggestions.

2 The students then work in pairs to decide what the best thing to do is in each case.

3 Discuss the students' answers as a class, encouraging them to give reasons for their answers.

***Answers:***

Students' own answers

### 3 Discuss in pairs

1 Ask the students to look at the first point and allow them time to work in pairs to think of more rules and polite ways to behave at school.

2 Invite the students to give their ideas and make a list on the board.

3 Then ask them to look at the second point and discuss the list on the board in a similar way.

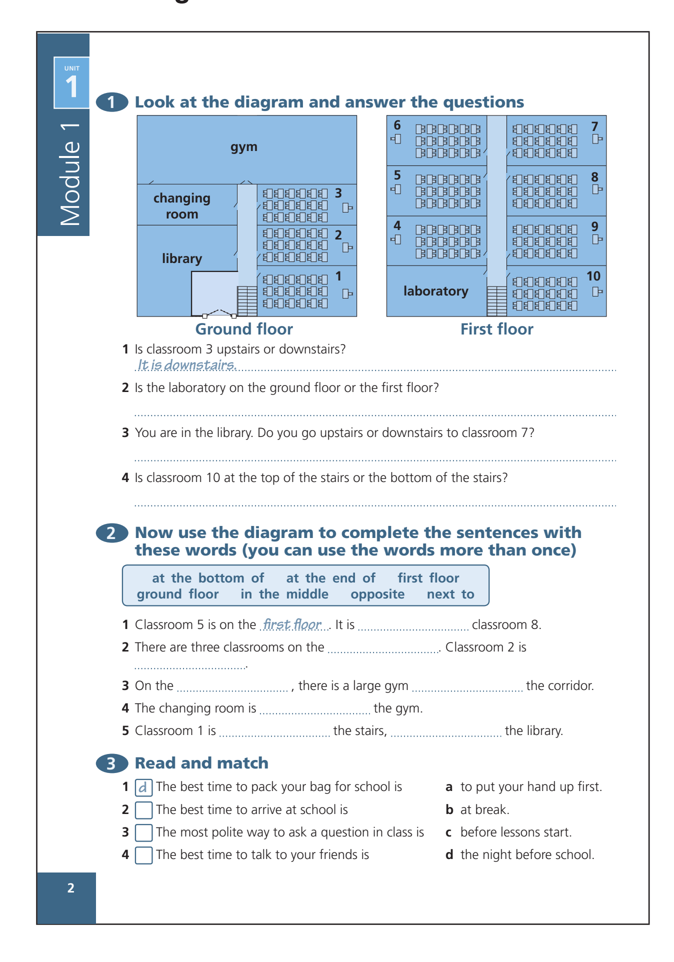
4 Ask different students to say what they think.

5 Hold a short class discussion about why it is important to be polite and follow rules at school. Ask *Do you think it's important to follow rules and be polite outside of school, as well? What things do you do to be polite to people in other places?*

***Answers:***

Students' own answers

## ✎ WB Page 2



Module 1 UNIT 1

**1** **Look at the diagram and answer the questions**



1 Is classroom 3 upstairs or downstairs?
*It is downstairs.*

2 Is the laboratory on the ground floor or the first floor?
..................................................

3 You are in the library. Do you go upstairs or downstairs to classroom 7?
..................................................

4 Is classroom 10 at the top of the stairs or the bottom of the stairs?
..................................................

**2** **Now use the diagram to complete the sentences with these words (you can use the words more than once)**

at the bottom of — at the end of — first floor — ground floor — in the middle — opposite — next to

1 Classroom 5 is on the *first floor*. It is .................. classroom 8.
2 There are three classrooms on the ..................... Classroom 2 is ...................
3 On the .................., there is a large gym .................. the corridor.
4 The changing room is .................. the gym.
5 Classroom 1 is .................. the stairs, .................. the library.

**3** **Read and match**

1 [d] The best time to pack your bag for school is — a to put your hand up first.
2 [ ] The best time to arrive at school is — b at break.
3 [ ] The most polite way to ask a question in class is — c before lessons start.
4 [ ] The best time to talk to your friends is — d the night before school.

2

### 1 Look at the diagram and answer the questions

1 Ask the class to look at the diagram and ask what it shows (*a school*).
2 Ask the students to describe where some of the places are.
3 Students then complete the exercise in pairs, answering the questions as in the example.
4 Check answers, then ask students how the school is different from their own.

***Answers:***

2 It is on the first floor.
3 You go upstairs.
4 It is at the top of the stairs.

### 2 Now use the diagram to complete the sentences with these words (you can use the words more than once)

1 Invite different students to demonstrate the positions by miming or using gesture.
2 Students then complete the sentences with the words in the box, using the diagram to help.
3 Invite different students to read out the completed sentences.

***Answers:***

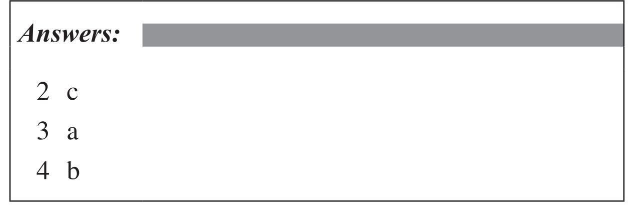
1 first floor, opposite
2 ground floor, in the middle
3 ground floor, at the end of
4 next to
5 at the bottom of, opposite

### 3 Read and match

1 Ask the students to look at the 'rules' and explain that they have to match the sentence halves as in the example.
2 Students complete the exercise individually and then check their answers with a partner.
3 Check the answers as a whole class.

***Answers:***

2 c
3 a
4 b





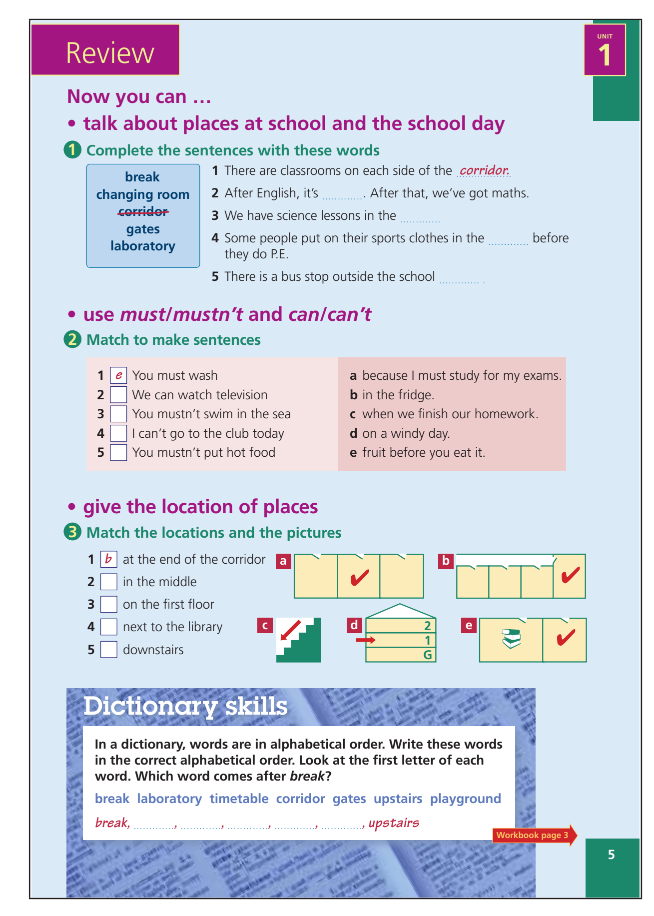
## Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise dictionary skills

### Before using the book:

- Write **Where we learn** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 5



Review

UNIT 1

Now you can ...

• talk about places at school and the school day

1 Complete the sentences with these words

break
changing room
~~corridor~~
gates
laboratory

1 There are classrooms on each side of the *corridor*.
2 After English, it's .......... . After that, we've got maths.
3 We have science lessons in the .......... .
4 Some people put on their sports clothes in the .......... before they do P.E.
5 There is a bus stop outside the school .......... .

• use *must/mustn't* and *can/can't*

2 Match to make sentences

1 [e] You must wash
2 [ ] We can watch television
3 [ ] You mustn't swim in the sea
4 [ ] I can't go to the club today
5 [ ] You mustn't put hot food

a because I must study for my exams.
b in the fridge.
c when we finish our homework.
d on a windy day.
e fruit before you eat it.

• give the location of places

3 Match the locations and the pictures

1 [b] at the end of the corridor
2 [ ] in the middle
3 [ ] on the first floor
4 [ ] next to the library
5 [ ] downstairs

Dictionary skills

In a dictionary, words are in alphabetical order. Write these words in the correct alphabetical order. Look at the first letter of each word. Which word comes after *break*?

break laboratory timetable corridor gates upstairs playground

*break*, .........., .........., .........., .........., .........., *upstairs*

Workbook page 3

5

## 1 Complete the sentences with these words

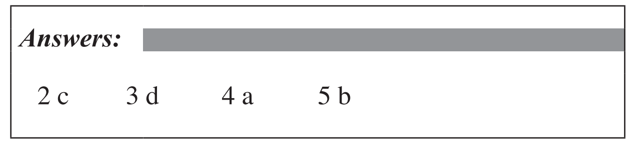
1. Elicit school subjects and the places in a school that the students learned in this unit.
2. Ask students to describe a typical school day.
3. Then ask the students to read the example and explain that they have to complete the other sentences using the words in the box.
4. Check the answers as a whole class.

***Answers:***

2 break
3 laboratory
4 changing room
5 gates

## 2 Match to make sentences

1. Write the beginnings of two or three sentences on the board and elicit various endings. For example **You must brush your teeth** (*after you eat*)(*before you sleep*)(*at night*).
2. The students complete the task individually and then check their answers in pairs. Invite different students to read out the completed sentences and ask other students to say whether they are right, correcting them if necessary.

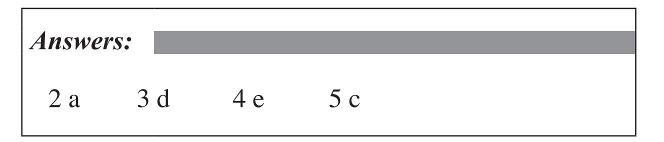


***Answers:***

2 c    3 d    4 a    5 b

## 3 Match the locations and the pictures

1. Elicit the phrases for giving locations.
2. Ask the students to look at the pictures and say what they can see. They then complete the exercise by matching the pictures and locations.
3. Check the answers as a whole class.

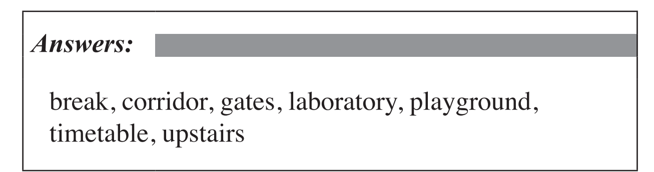


***Answers:***

2 a    3 d    4 e    5 c

## Dictionary skills

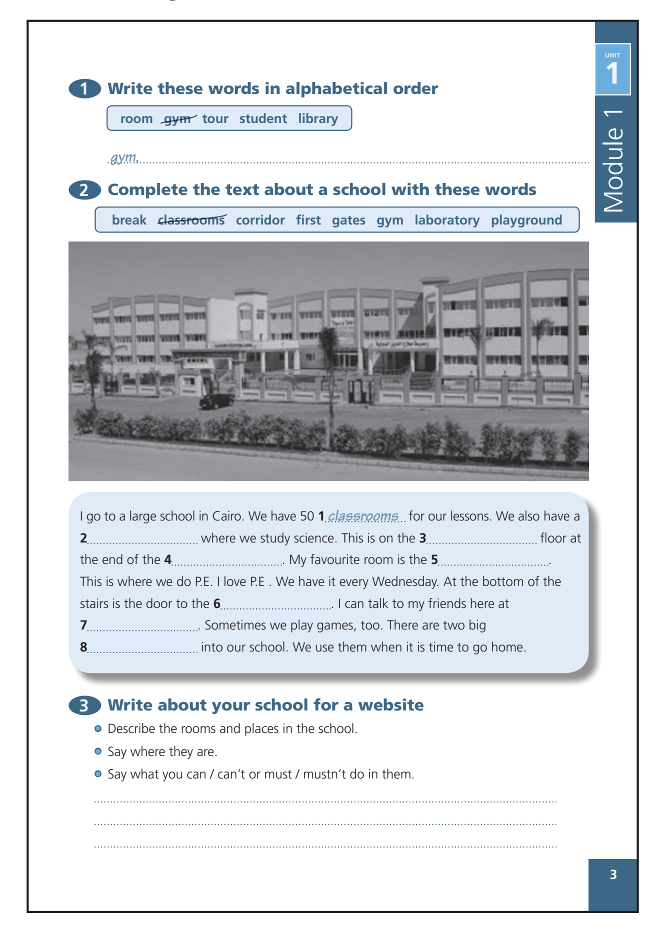
1. Ask the students what they use dictionaries for. Ask how a dictionary is organised, that is, how they know where to find a word. Ask them what information they find about a word in a dictionary. Provide dictionaries for them to look at if possible.
2. You may find it useful at this point to go through the alphabet in English and write it on the board.
3. Ask the students to look at the words and elicit what they have to do (*put the words in alphabetical order in the list*).
4. Students complete the exercise.
5. Check the answers as a whole class.



***Answers:***

break, corridor, gates, laboratory, playground, timetable, upstairs

## ✎ WB Page 3


UNIT 1

Module 1

**1 Write these words in alphabetical order**

room ~~gym~~ tour student library

*gym*...............................................................

**2 Complete the text about a school with these words**

break ~~classrooms~~ corridor first gates gym laboratory playground

I go to a large school in Cairo. We have 50 **1** *classrooms* for our lessons. We also have a **2**.............................. where we study science. This is on the **3**.............................. floor at the end of the **4**.............................. My favourite room is the **5**.............................. This is where we do P.E. I love P.E . We have it every Wednesday. At the bottom of the stairs is the door to the **6**.............................. I can talk to my friends here at **7**.............................. Sometimes we play games, too. There are two big **8**.............................. into our school. We use them when it is time to go home.

**3 Write about your school for a website**

- Describe the rooms and places in the school.
- Say where they are.
- Say what you can / can't or must / mustn't do in them.

...............................................................

...............................................................

...............................................................

3

### 1 Write these words in alphabetical order

1. Ask the students to look at the words and write them in alphabetical order.
2. You could ask them to add the other places in the school to the list.

***Answers:***

gym, library, room, student, tour

### 2 Complete the text about a school with these words

1. Ask the students to look at the words and the example sentence. Check that they understand what to do.
2. The students complete the task individually and then compare answers with a partner. Ask different students to read out each sentence for the class to check their answers.

***Answers:***

2 laboratory
3 first
4 corridor
5 gym
6 playground
7 break
8 gates

### 3 Write about your school for a website

1. Ask the students what they remember about Salma and Jin Zhang's schools and school days.
2. Tell them that they are going to write about their own school in a similar way. Refer them back to the texts on Student's Book page 1 as a model.
3. Go round and monitor while they are working, making suggestions where necessary.
4. Ask the students to exchange their work with a partner and check grammar and spelling.

***Answers:***

Students' own answers

## Assessment

### Speaking task

***Outcome: to give locations***

Use SB page 3, exercise 3

Students draw a simple floor plan of their house and label the rooms. In pairs they describe where three places in their homes are. Assess them on their use of phrases for giving locations.

### Reading task

***Outcome: to understand texts about schools around the world***

Use SB page 1, exercise 2 texts

Write the following questions on the board:

**1 Where is Salma's laboratory? 2 Where is Salma's music lesson? 3 What does Jin Zhang do in the mornings at school? 4 What does he do after lunch? 5 How does he travel to school?**

Students read the text again and answer the questions.

### Writing task

***Outcome: to use can/can't, must/mustn't***

Use SB page 2, exercise 3

Students write four sentences about home, using each of the modal verbs.

### Listening task

***Outcome: to understand the locations of places in a building***

Use the tapescript for SB page 3, exercises 1 and 2

Students close their books. Write the following gapped sentences on the board:

**1 The __________ is next to the toilets. 2 The ___________ is at the end of the corridor. 3 The ___________ is on the first floor. 4 The ___________ is next to the library.**

Students complete the missing words as they listen to the recording.

UNIT 2

# Around the city

SB pages 6–10 WB pages 4–6

## Objectives

**Grammar**
The past simple tense
**Reading**
Reading a tourist leaflet about places in a city
**Listening**
Listening to a tour guide giving a talk
**Speaking**
Talking about historical places
Interrupting someone politely
**Writing**
Writing a paragraph about an important place

## LESSON 1 SB page 6

### Outcomes

- To talk about famous places in Cairo
- To read about two places in Cairo
- To answer questions about a tourist leaflet

**Before using the book:**

- Write the title of the unit **Around the city** on the board and ask the students to tell you what they think this means and what they will study in the unit. Confirm any correct answers.
- Ask the students whether they have visited Cairo and what they did there. If your class lives in Cairo, ask them where their favourite places in the city are, and why.
- Ask students what they think are the good and bad points about living in Cairo.
- Ask students what visitors do when they come to Cairo, and why.
- Tell them that they are going to find out more about some famous places in the city.

SB Page 6

UNIT 2 Around the city

Lesson 1

OBJECTIVES
- **Grammar** The past simple tense
- **Reading** Reading a tourist leaflet about places in a city
- **Listening** Listening to a tour guide giving a talk
- **Speaking** Talking about historical places
Interrupting someone politely
- **Writing** Writing a paragraph about an important place

1 Ask and answer
1 Which places are famous in Cairo?
2 Have you visited these places?

2 Match the words and the pictures
bridge castle pavement tower

Beautiful Cairo

The 382-metre-long Qasr al-Nil Bridge, with its two lion statues at each end, crosses over the Nile. There was a bridge here, Gezira Bridge, in 1872. However, the bridge became too busy, so Cairo needed a bigger one. King Fuad opened Qasr al-Nil Bridge in 1933. Many people like to walk along the pavements of the bridge in the evenings. You can walk across it from the east side to Gezira Island. There are wonderful views of the river from the bridge.

The Citadel in Cairo is one of the most important monuments in Egypt. You can see its towers from a long way away. Some people call it Salah al-Din's Castle. This is because Salah al-Din al-Ayouby, the famous king, built it to protect Cairo. It took eight years to complete. Work began in 1176 and finished in 1183. There are also four museums in the Citadel. You can visit several mosques, too.

3 Read the tourist leaflet. Which places can visitors go to inside the Citadel?

4 Answer these questions
1 When did Qasr al-Nil Bridge open?
2 Why is the bridge a popular place for many people?
3 Who built the Citadel?
4 Why did he build it?
5 How long did it take to build?

6

### 1 Ask and answer

1 Draw attention to the Objectives box on page 6, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Now ask the students to look at the questions in exercise 1 and to discuss them in small groups.

3 Hold a short class discussion about Cairo, encouraging students to say what they know about the city.

***Answers:***

Students' own answers

### 2 Match the words and the pictures

1 Ask the students to look at the pictures and say what the places are, or to describe them if they aren't sure.

2 Ask the students to look at the text layout and say what they think it is (*a leaflet*).

3 Ask the students to look at the words in the box and allow them time to match them with what they can see in the pictures.

4 Check the answers by saying each word in turn and asking the students to point to the correct part of the pictures.

**Answers:**

a pavement
b bridge
c tower
d castle

### 3 Read the tourist leaflet. Which places can visitors go to inside the Citadel?

1 Ask the students to look at the title of the text in exercise 2 and ask them what kind of information they think they will find in the text (*a description of Cairo*).
2 Ask the students to read the question. Tell them that the information they need is in the text. Ask them to read the text quickly to find the answer. Remind them not to worry about any words they don't know the meaning of at this point.
3 Check the answer as a whole class.

**Answers:**

You can visit four museums and several mosques.

### 4 Answer these questions

1 Ask the students to read the questions and explain that they will find the answers in the text.
2 Remind them that this time they will need to read the text more slowly and carefully.
3 The students read the text and find the answers.
4 When they have finished, ask them to check their answers with a partner before you check them orally with the whole class. Encourage them to use complete sentences.
5 Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.
6 Ask the students whether they have visited these places in Cairo and what they found interesting about them.

**Answers:**

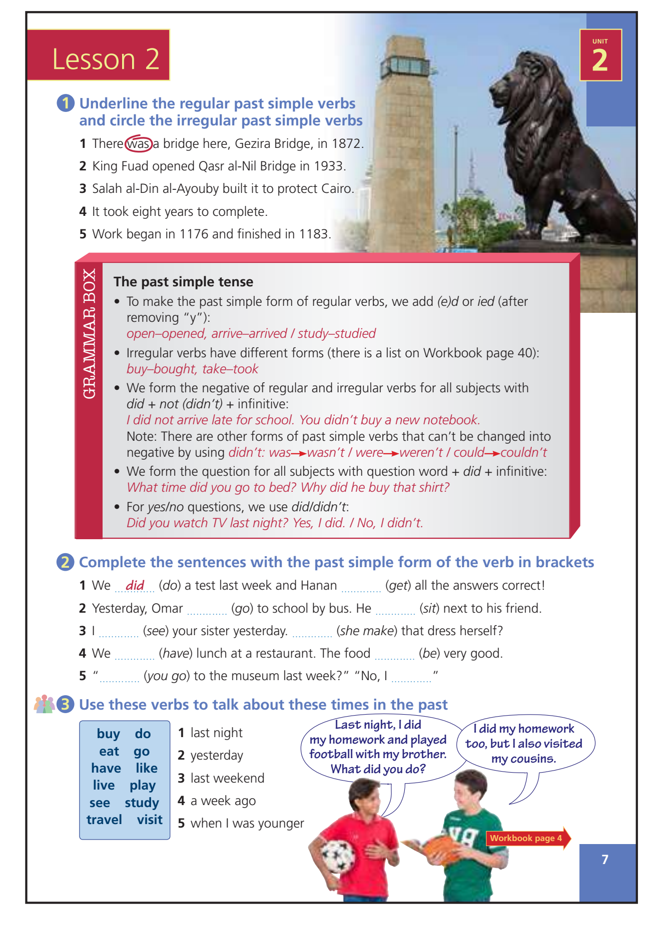
1 in 1933
2 Because there are wonderful views of the river from the bridge.
3 King Salah al-Din al-Ayouby built it.
4 He built it to protect Cairo.
5 It took about eight years

## LESSON 2 SB page 7 WB page 4

### Outcomes

- To talk about the past using the past simple
- To use regular and irregular verbs in the past

### SB Page 7


Lesson 2

UNIT 2

1 Underline the regular past simple verbs and circle the irregular past simple verbs

1 There was a bridge here, Gezira Bridge, in 1872.
2 King Fuad opened Qasr al-Nil Bridge in 1933.
3 Salah al-Din al-Ayouby built it to protect Cairo.
4 It took eight years to complete.
5 Work began in 1176 and finished in 1183.

GRAMMAR BOX

**The past simple tense**

- To make the past simple form of regular verbs, we add *(e)d* or *ied* (after removing "y"): *open–opened, arrive–arrived / study–studied*
- Irregular verbs have different forms (there is a list on Workbook page 40): *buy–bought, take–took*
- We form the negative of regular and irregular verbs for all subjects with *did + not (didn't)* + infinitive: *I did not arrive late for school. You didn't buy a new notebook.* Note: There are other forms of past simple verbs that can't be changed into negative by using *didn't: was→wasn't / were→weren't / could→couldn't*
- We form the question for all subjects with question word + *did* + infinitive: *What time did you go to bed? Why did he buy that shirt?*
- For *yes/no* questions, we use *did/didn't*: *Did you watch TV last night? Yes, I did. / No, I didn't.*

2 Complete the sentences with the past simple form of the verb in brackets

1 We *did* (*do*) a test last week and Hanan ........... (*get*) all the answers correct!
2 Yesterday, Omar ........... (*go*) to school by bus. He ........... (*sit*) next to his friend.
3 I ........... (*see*) your sister yesterday. ........... (*she make*) that dress herself?
4 We ........... (*have*) lunch at a restaurant. The food ........... (*be*) very good.
5 "........... (*you go*) to the museum last week?" "No, I ..........."

3 Use these verbs to talk about these times in the past

buy do eat go have like live play see study travel visit

1 last night
2 yesterday
3 last weekend
4 a week ago
5 when I was younger



### 1 Underline the regular past simple verbs and circle the irregular past simple verbs

1 Revise the past simple by telling the students what you did after school yesterday, and ask some of them to do the same.

2 Brainstorm a list of regular and irregular verbs and write them in two lists on the board. Elicit the past simple forms of the verbs.

3 Ask the students to copy sentences 1–5 from exercise 1 into their notebooks. Ask them to look at the first sentence and ask whether the circled verb is regular or irregular (*irregular*).

4 Students continue the exercise by underlining the regular verbs and circling the irregular ones.

5 Check the answers as a whole class and ask what they notice about the verb endings in the *past simple* (*the regular verbs end in* -ed, *but the irregular verbs are made in different ways*). Tell them that there is no rule for irregular verbs in the past and that they have to make an effort to remember them.

6 Now ask them to look at the Grammar box and read the rules for the past simple. Ask different students to form further negative sentences and questions about the past. Then elicit the short answers (Yes/No + *past simple of* do).

7 If there is time, play a quick game of Pairs to practise irregular verb forms in the past. Students in small groups prepare ten pairs of cards with common irregular verbs. Write these on the board, for example, **be, do, have, go, build, buy** (see WB page 40). They write the infinitive on one card and the past form on another.

   They then play a matching game, placing all the cards face down in a random order on their desk. A student starts by turning over one card and saying either the infinitive or the past form before turning over another card. If the cards match, they keep the cards. If not, they turn them both back over and another student takes a turn. They play until there are no cards left

***Answers:***

2 King Fuad opened Qasr al-Nil Bridge in 1933.
3 Salah al-Din al-Ayouby built it to protect Cairo.
4 It took eight years to complete.
5 Work began in 1176 and finished in 1183

**2 Complete the sentences with the past simple form of the verb in brackets**

1 Call out some infinitives of regular and irregular verbs for the students to reply with the past form.

2 Students then read the example and complete the rest of the sentences with a partner, referring back to the Grammar box if necessary.

3 Remind them to pay particular attention to the negative and question forms.

4 Invite different students to read out the sentences. Ask the rest of the class to say whether they are correct, and if not, to correct them.

***Answers:***

1 did, got
2 went, sat
3 saw, Did she make
4 had, was
5 Did you go, didn't

**3 Use these verbs to talk about these times in the past**

1 Ask the students to look at the verbs in the box and elicit the past forms.

2 Elicit some time phrases which can be used with the past, and then refer the students to the phrases in exercise 3.

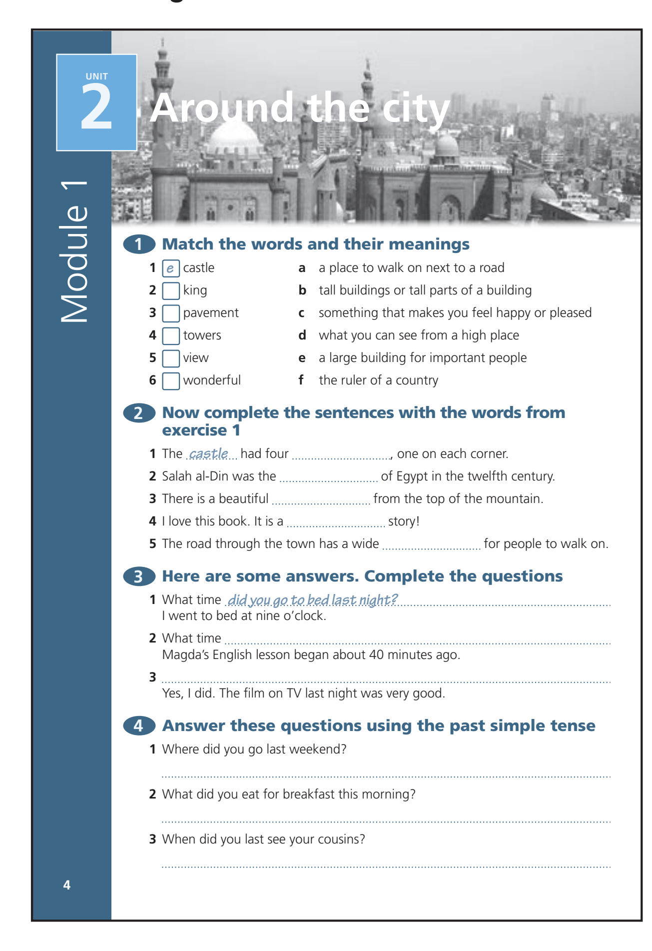
3 Invite two confident students to read out the examples in the speech bubbles.

4 Students work in small groups to ask and answer about the times in the past, using the verbs in the box, and others if they wish to do so.

***Answers:***

Students' own answers

## ✎ WB Page 4



Module 1

UNIT 2 Around the city

**1 Match the words and their meanings**

1 [e] castle — a a place to walk on next to a road
2 [ ] king — b tall buildings or tall parts of a building
3 [ ] pavement — c something that makes you feel happy or pleased
4 [ ] towers — d what you can see from a high place
5 [ ] view — e a large building for important people
6 [ ] wonderful — f the ruler of a country

**2 Now complete the sentences with the words from exercise 1**

1 The *castle* had four ............................, one on each corner.
2 Salah al-Din was the ............................ of Egypt in the twelfth century.
3 There is a beautiful ............................ from the top of the mountain.
4 I love this book. It is a ............................ story!
5 The road through the town has a wide ............................ for people to walk on.

**3 Here are some answers. Complete the questions**

1 What time *did you go to bed last night?*
I went to bed at nine o'clock.
2 What time ............................
Magda's English lesson began about 40 minutes ago.
3 ............................
Yes, I did. The film on TV last night was very good.

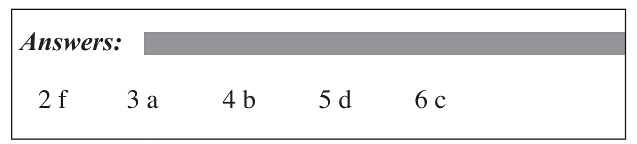
**4 Answer these questions using the past simple tense**

1 Where did you go last weekend?
............................
2 What did you eat for breakfast this morning?
............................
3 When did you last see your cousins?
............................

4

### 1 Match the words and their meanings

1 Ask the students what they remember about the places in Cairo that they learned about, to elicit the relevant vocabulary.
2 Then ask the students to read the definitions and match each one with a word in the list, as in the example.
3 Check the answers as a whole class.



***Answers:***

2 f 3 a 4 b 5 d 6 c

### 2 Now complete the sentences with the words from exercise 1

1 Call out one of the words from exercise 1 and ask students to explain it.
2 Students then complete the sentences using the words from exercise 1.
3 Invite different students to read out the completed sentences.

***Answers:***

1 castle, towers
2 king
3 view
4 wonderful
5 pavement

### 3 Here are some answers. Complete the questions

1 Elicit the question forms of the past simple. Then ask the students to call out some time expressions that are used with the past simple.
2 Ask the students to look at the example and tell them to complete the exercise by writing the questions.
3 The students complete the task in pairs. Then check the answers as a whole class.

***Answers:***

2 What time did Magda's English lesson begin?
3 Did you watch the film on TV last night?

### 4 Answer these questions using the past simple tense

1 Ask the class to read the questions and invite different students to answer them orally.
2 Then ask them to write their answers using the past simple.
3 Invite different students to read out their answers. Ask the rest of the class to say whether the past simple was used correctly.

***Answers:***

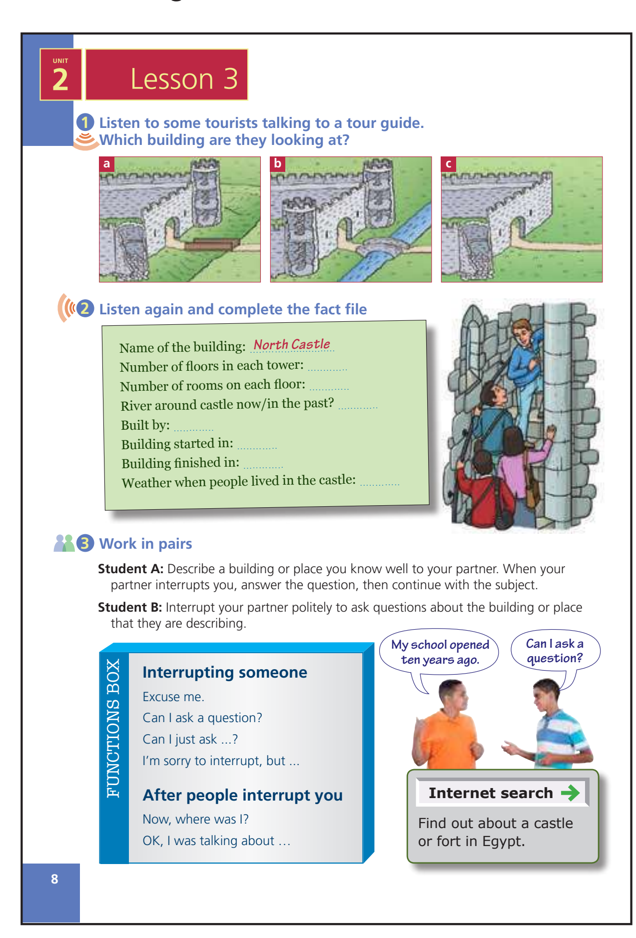
Students' own answers

## LESSON 3 SB page 8

### Outcomes

- To listen to a conversation between tourists and a tour guide
- To listen and complete a fact file
- To use phrases for interrupting
- To carry out an internet search about an Egyptian castle or fort

SB Page 8


UNIT 2 Lesson 3

1 Listen to some tourists talking to a tour guide. Which building are they looking at?

a b c

2 Listen again and complete the fact file

Name of the building: North Castle
Number of floors in each tower: ...........
Number of rooms on each floor: ...........
River around castle now/in the past? ...........
Built by: ...........
Building started in: ...........
Building finished in: ...........
Weather when people lived in the castle: ...........

3 Work in pairs

**Student A:** Describe a building or place you know well to your partner. When your partner interrupts you, answer the question, then continue with the subject.

**Student B:** Interrupt your partner politely to ask questions about the building or place that they are describing.

FUNCTIONS BOX

**Interrupting someone**
Excuse me.
Can I ask a question?
Can I just ask ...?
I'm sorry to interrupt, but ...

**After people interrupt you**
Now, where was I?
OK, I was talking about ...



**Internet search**
Find out about a castle or fort in Egypt.

8

## 1 Listen to some tourists talking to a tour guide. Which building are they looking at?

1 Ask the students to look at the pictures and ask *What kind of building is this?* (*a castle*). Ask them what features they can see in the pictures (*a bridge, a river, towers, a path*).

2 Tell them that they are going to hear some tourists talking to a tour guide and that they are looking at one of the buildings in the pictures.

3 Play the recording while the students decide which building is being talked about. Ask the students to check their answers in pairs, and then play the recording a second time.

4 Check the answer as a whole class and elicit how the students know this is the correct answer.

**Tapescript**

| | |
|---|---|
| *Tour guide:* | *North Castle was once very beautiful. The tower on the left was higher than it is today. There were three floors, and on each floor, there was one large room.* |
| *Tourist 1:* | *Excuse me. Can I ask a question?Was there a river around the castle?* |
| *Tour guide:* | *Yes, there was. That's why there is a bridge here. There were lots of fish in the river. But the river is dry now.* |
| *Tourist 2:* | *That's interesting!* |
| *Tour guide:* | *Yes, the weather was very different here four hundred years ago.* |
| *Tourist 1:* | *Can I just ask who built the castle?* |
| *Tour guide:* | *The king built it. He started building it in 1666 and finished it five years later, in 1671. Now, where was I?* |
| *Tourist 2:* | *You were talking about the weather.* |
| *Tour guide:* | *Yes. It was very green here then. It rained a lot. Now it doesn't rain very often. Now I'll tell you about the rooms.* |
| *Tourist 1:* | *I'm sorry to interrupt, but did the king live in the castle?* |
| *Tour guide:* | *Yes, he did. OK, I was talking about the rooms. The room at the top of the tower was the dining room. On the second floor was the bedroom. Now, let's go up these stairs to see the walls ... [fade].* |

***Answers:***

They are talking about picture a.

## 2 Listen again and complete the fact file

1 Ask the students what they remember from the listening text.

2 Draw their attention to the fact file and tell them that they are going to listen again and complete the information about the castle.

3 Play the recording for the students to listen and write their answers.

4 Check answers as a whole class.

5 Ask students whether they have ever visited a castle and where it was. Ask what they enjoyed about their visit.

***Answers:***

Number of floors in each tower: 3
Number of rooms on each floor: 1
River around castle now/in the past? in the past
Built by: the king
Building started in: 1666
Building finished in: 1671
Weather when people lived in the castle: a lot of rain

### 3 Work in pairs

1 Write **interrupting** on the board and ask *What does this mean?* Then ask students if they can think of any polite ways to interrupt someone when they are speaking. Accept any plausible answers and write them on the board.

2 Draw their attention to the list of phrases in the Functions box and ask them to compare them with their ideas. Read aloud each phrase for the students to repeat.

3 Put the students into pairs, and give each student a role: Student A or Student B. Ask them to read the instructions for their part, and look at the example dialogue in the speech bubbles.

4 Students complete the task. Monitor as they are working, helping where necessary. Stop the students after a few minutes and ask them to swap roles.

5 Finally, invite pairs of students to act out their dialogues.

***Answers:***

Students' own answers

### Internet search

1 Ask the students to name some castles or forts in Egypt. Ask where they are and what is interesting about them.

2 Now tell the students that they are going to do an internet search to find out about an Egyptian castle or fort of their choice.

3 Ask them to look at the Internet search box and elicit what they should type into the search engine, e.g. *castles and forts in Egypt*. This can be done in class if there are enough resources, or as homework.

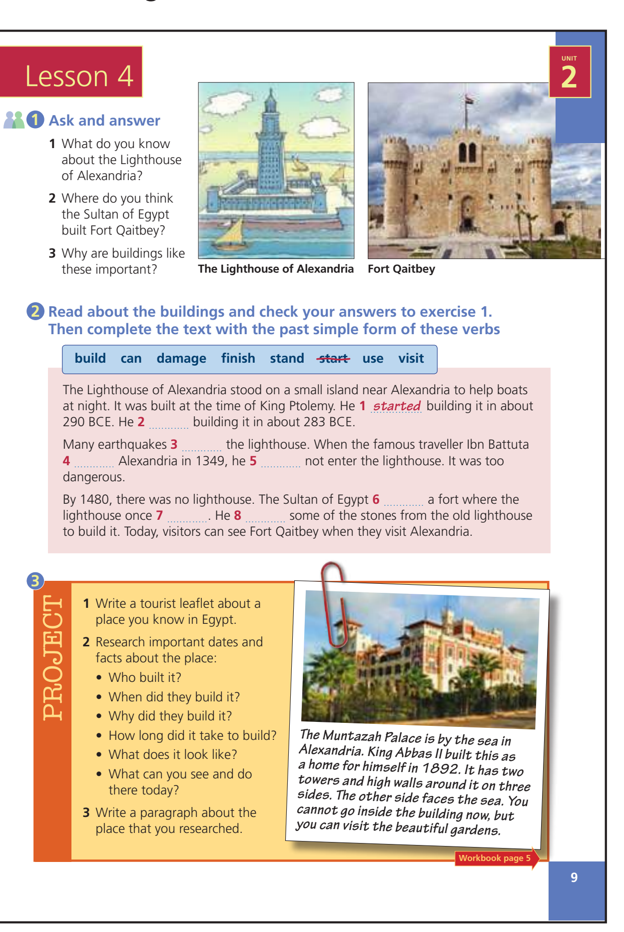
4 Ask the students to report their findings to the rest of the class. Encourage them to produce a fact file like the one in exercise 2, and draw a picture of the building to display in the classroom.

## LESSON 4 SB page 9 WB page 5

### Outcomes

- To learn about more places in Egypt
- To complete a text using the past simple
- To write a paragraph about a place in Egypt

### SB Page 9



Lesson 4

UNIT 2

**1 Ask and answer**

1 What do you know about the Lighthouse of Alexandria?

2 Where do you think the Sultan of Egypt built Fort Qaitbey?

3 Why are buildings like these important?

The Lighthouse of Alexandria

Fort Qaitbey

**2 Read about the buildings and check your answers to exercise 1. Then complete the text with the past simple form of these verbs**

build can damage finish stand ~~start~~ use visit

The Lighthouse of Alexandria stood on a small island near Alexandria to help boats at night. It was built at the time of King Ptolemy. He **1** *started* building it in about 290 BCE. He **2** ............ building it in about 283 BCE.

Many earthquakes **3** ............ the lighthouse. When the famous traveller Ibn Battuta **4** ............ Alexandria in 1349, he **5** ............ not enter the lighthouse. It was too dangerous.

By 1480, there was no lighthouse. The Sultan of Egypt **6** ............ a fort where the lighthouse once **7** ............ . He **8** ............ some of the stones from the old lighthouse to build it. Today, visitors can see Fort Qaitbey when they visit Alexandria.

**3 PROJECT**

1 Write a tourist leaflet about a place you know in Egypt.

2 Research important dates and facts about the place:
- Who built it?
- When did they build it?
- Why did they build it?
- How long did it take to build?
- What does it look like?
- What can you see and do there today?

3 Write a paragraph about the place that you researched.

*The Muntazah Palace is by the sea in Alexandria. King Abbas II built this as a home for himself in 1892. It has two towers and high walls around it on three sides. The other side faces the sea. You cannot go inside the building now, but you can visit the beautiful gardens.*

Workbook page 5

9

### 1 Ask and answer

1 Ask the students to work in small groups to brainstorm other important buildings in Egypt. Invite them to share their ideas.

2 Then ask them to look at the pictures and ask *What are these buildings? Where are they? Do they exist today?*

3 Students then work in small groups to discuss the questions.

4 Check the answers as a whole class. Tell them that they are going to find out more about them.

***Answers:***

Students' own answers

**2 Read about the buildings and check your answers to exercise 1. Then complete the text with the past simple form of these verbs**

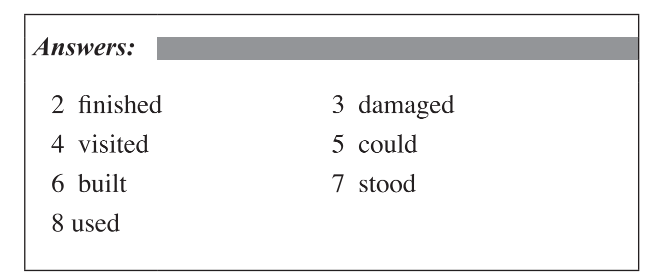
1 Ask the students to cover the box and read the text. Ask them to work in pairs to suggest words to fill the gaps.

2 Then ask them to uncover the box and complete the text in pairs using the verbs in the past simple.

3 Go round and monitor while they are working, helping where necessary.

4 Then invite different students to read out the text, and ask the rest of the class to decide whether the correct verb and verb form are used.

5 Ask the students whether they have ever been to Fort Qaitbey or Alexandria and what they did when they were there.



***Answers:***

| | |
|---|---|
| 2 finished | 3 damaged |
| 4 visited | 5 could |
| 6 built | 7 stood |
| 8 used | |

**3 Project**

1 Ask the students to look at the photo of the Muntazah Palace and to read the paragraph. Tell them that they are going to write a similar paragraph about a place they know in Egypt.

2 Ask what information is included in the paragraph (*what the building is called, where it is, who built it and when, a physical description, and what visitors can do there*).

3 Ask the students to choose a place to write about and to carry out some research to answer the questions in 2.

4 Invite different students to tell the rest of the class about the building that they are going to write about.

5 The students then write their paragraph, using the questions to help them structure their work.

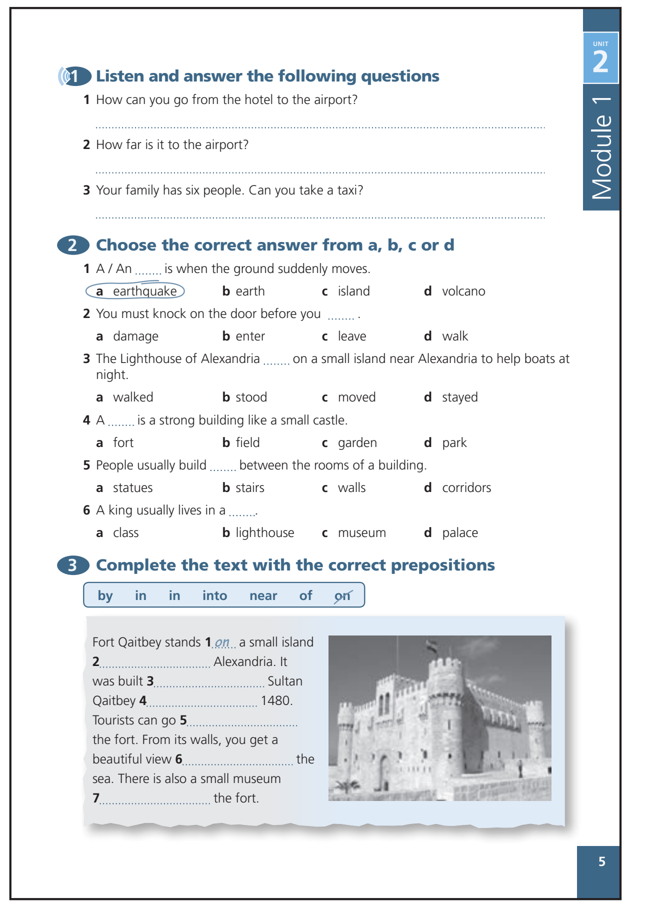
6 Go round and monitor while they are working, helping where necessary.

7 Invite different students to read out their paragraphs for the class.

***Answers:***

Students' own answers

## WB Page 5



UNIT 2 Module 1

**1 Listen and answer the following questions**

1 How can you go from the hotel to the airport?
.....................................................................

2 How far is it to the airport?
.....................................................................

3 Your family has six people. Can you take a taxi?
.....................................................................

**2 Choose the correct answer from a, b, c or d**

1 A / An ........ is when the ground suddenly moves.
a earthquake b earth c island d volcano

2 You must knock on the door before you ........ .
a damage b enter c leave d walk

3 The Lighthouse of Alexandria ........ on a small island near Alexandria to help boats at night.
a walked b stood c moved d stayed

4 A ........ is a strong building like a small castle.
a fort b field c garden d park

5 People usually build ........ between the rooms of a building.
a statues b stairs c walls d corridors

6 A king usually lives in a ........ .
a class b lighthouse c museum d palace

**3 Complete the text with the correct prepositions**

by in in into near of on

Fort Qaitbey stands 1 *on* a small island 2 ........ Alexandria. It was built 3 ........ Sultan Qaitbey 4 ........ 1480. Tourists can go 5 ........ the fort. From its walls, you get a beautiful view 6 ........ the sea. There is also a small museum 7 ........ the fort.

5

**1 Listen and answer the following questions**

1 Ask the students to read the questions and explain that they are going to listen to a recording to find out the answers.

2 Play the recording and ask the students to make notes.

3 Check the answers as a whole class. Encourage the students to answer using full sentences where appropriate.

**Tapescript**

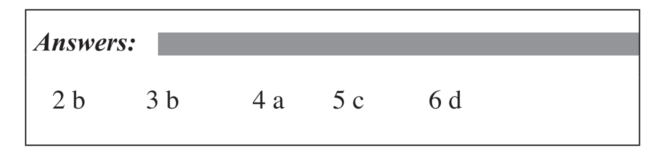
*Narrator:* *From this hotel you can take a taxi to Cairo International Airport. It is about 15 kilometres. Some taxis can take seven people*

***Answers:***

1 You can take a taxi.
2 about 15 kilometres
3 Yes, some taxis can take seven people.

## 2 Choose the correct answer from a, b, c or d

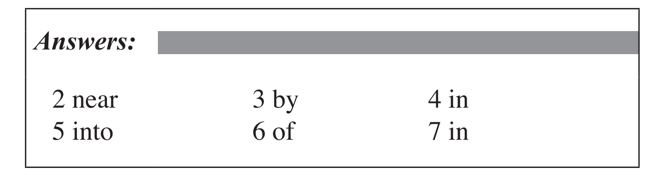
1. Ask the students to look at the example and elicit what they have to do.
2. Then ask the students to read the definitions and choose the correct option in each case.
3. Check the answers as a whole class.


*Answers:*

2 b 3 b 4 a 5 c 6 d

## 3 Complete the text with the correct prepositions

1. Elicit ways to give locations.
2. Then ask the students to read the text about the fort and complete the gaps with prepositions from the box.
3. Check the answers as a whole class.


*Answers:*

2 near 3 by 4 in
5 into 6 of 7 in

**REVIEW** SB page 10 WB page 6

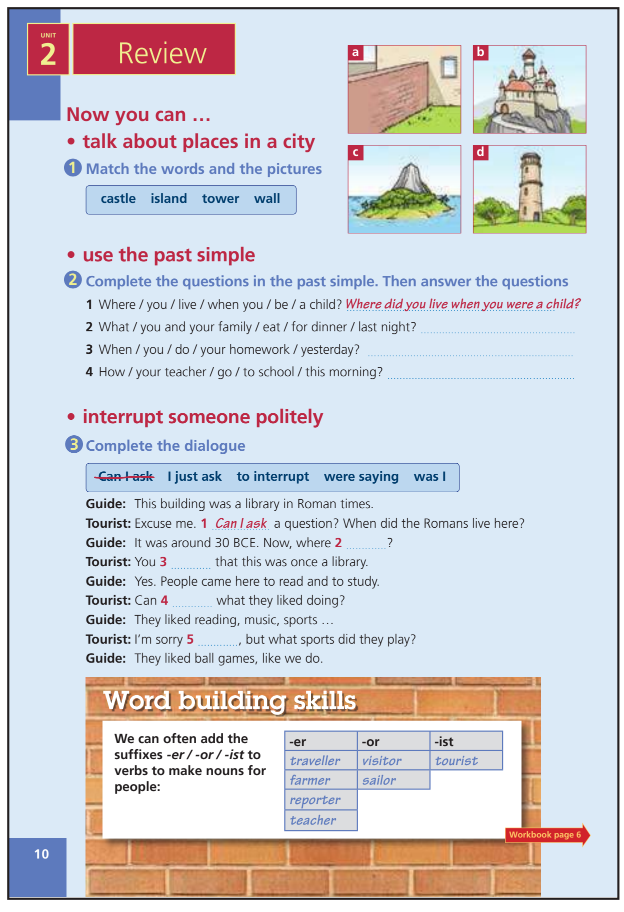
### Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using short forms correctly

### Before using the book:

- Write **Around the city** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

## SB Page 10


UNIT 2 Review

Now you can …

• talk about places in a city

1 Match the words and the pictures

castle island tower wall



• use the past simple

2 Complete the questions in the past simple. Then answer the questions

1 Where / you / live / when you / be / a child? *Where did you live when you were a child?*
2 What / you and your family / eat / for dinner / last night? ……
3 When / you / do / your homework / yesterday? ……
4 How / your teacher / go / to school / this morning? ……

• interrupt someone politely

3 Complete the dialogue

~~Can I ask~~ I just ask to interrupt were saying was I

**Guide:** This building was a library in Roman times.
**Tourist:** Excuse me. **1** *Can I ask* a question? When did the Romans live here?
**Guide:** It was around 30 BCE. Now, where **2** ……?
**Tourist:** You **3** …… that this was once a library.
**Guide:** Yes. People came here to read and to study.
**Tourist:** Can **4** …… what they liked doing?
**Guide:** They liked reading, music, sports …
**Tourist:** I'm sorry **5** ……, but what sports did they play?
**Guide:** They liked ball games, like we do.

Word building skills

We can often add the suffixes *-er / -or / -ist* to verbs to make nouns for people:

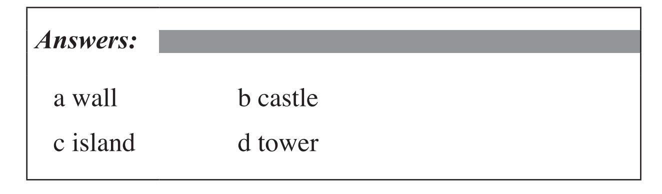
| -er | -or | -ist |
|---|---|---|
| *traveller* | *visitor* | *tourist* |
| *farmer* | *sailor* | |
| *reporter* | | |
| *teacher* | | |

Workbook page 6

10

## 1 Match the words and the pictures

1. Before the students open their books, elicit the words for places in a city.
2. Ask the students to open their books. Then ask them to match the pictures and words.
3. Check answers.


*Answers:*

a wall b castle
c island d tower

## 2 Complete the questions in the past simple. Then answer the questions

1. Elicit past simple question forms and write an example on the board.
2. Then write the example prompts on the board and construct the question as a class.
3. Students complete the exercise individually before checking their answers with a partner.
4. Invite several students to read out their questions. Then ask different students to answer them. (They will have to ask you to get the answer to question 4!)

***Answers:***

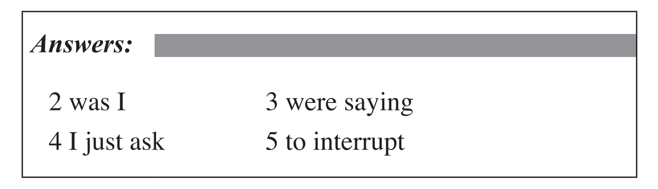
2 What did you and your family eat for dinner last night?
3 When did you do your homework yesterday?
4 How did your teacher go to school this morning?

## 3 Complete the dialogue

**1** Elicit phrases for interrupting and what to say after being interrupted.

**2** Ask the students to read the dialogue and explain that they have to complete it with the phrases in the box.

**3** Invite different students to read out the completed sentences. Then invite two confident students to read out the whole dialogue.



***Answers:***

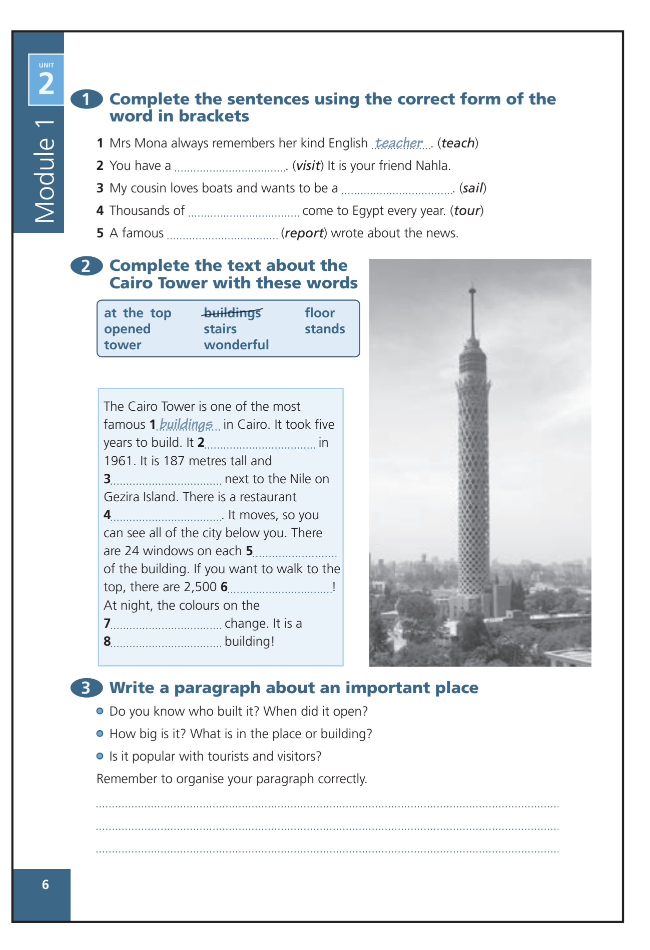
| | |
|---|---|
| 2 was I | 3 were saying |
| 4 I just ask | 5 to interrupt |

### Word building skills

**1** Write the table on the board and ask students if they can think of any words which end with *-er, -or,* or *-ist*.

**2** Then ask them to look at the explanation. Ask *What are the verbs?* to elicit *travel, farm, report, teach, visit, sail* and *tour* and their meanings.

**WB Page 6**



Unit 2 Module 1

**1 Complete the sentences using the correct form of the word in brackets**

1 Mrs Mona always remembers her kind English *teacher* . (*teach*)
2 You have a ................................ (*visit*) It is your friend Nahla.
3 My cousin loves boats and wants to be a ................................ (*sail*)
4 Thousands of ................................ come to Egypt every year. (*tour*)
5 A famous ................................ (*report*) wrote about the news.

**2 Complete the text about the Cairo Tower with these words**

at the top · ~~buildings~~ · floor · opened · stairs · stands · tower · wonderful

The Cairo Tower is one of the most famous 1 *buildings* in Cairo. It took five years to build. It 2 ................................ in 1961. It is 187 metres tall and 3 ................................ next to the Nile on Gezira Island. There is a restaurant 4 ................................ It moves, so you can see all of the city below you. There are 24 windows on each 5 ........................ of the building. If you want to walk to the top, there are 2,500 6 ................................ ! At night, the colours on the 7 ................................ change. It is a 8 ................................ building!

**3 Write a paragraph about an important place**

- Do you know who built it? When did it open?
- How big is it? What is in the place or building?
- Is it popular with tourists and visitors?

Remember to organise your paragraph correctly.

..............................................................................................

..............................................................................................

..............................................................................................

6

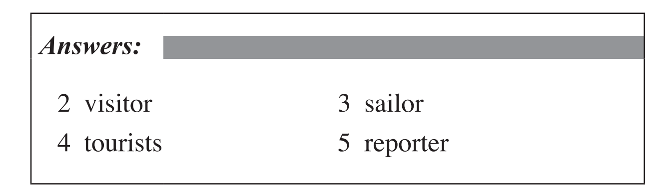
## 1 Complete the sentences using the correct form of the word in brackets

**1** Ask students what they remember about verbs which can become nouns for people.

**2** Then ask them to look at the example and complete the rest of the sentences in a similar way.

**3** Check the answers as a whole class.

**4** Ask whether they can think of other words which end with *-er*, *-or* or *-ist* (e.g. *doctor, scientist*).



***Answers:***

| | |
|---|---|
| 2 visitor | 3 sailor |
| 4 tourists | 5 reporter |

## 2 Complete the text about the Cairo Tower with these words

**1** Ask the students to look at the picture and ask *What is it? Where is it?*

**2** Explain that it is the Cairo Tower and that they are going to find out more about it.

3 Ask students to read the text carefully and to complete each gap with a word from the box.
4 Check the answers as a whole class.

***Answers:***

| | |
|---|---|
| 2 opened | 3 stands |
| 4 at the top | 5 floor |
| 6 stairs | 7 tower |
| 8 wonderful | |

### 3 Write a paragraph about an important place

1 Tell the students that they are going to write a paragraph about another important place. Ask them to choose a place to write about.
2 Explain that they should answer the questions about the place to help them structure their writing.
3 You may need to allow them time to research the place, either at school if you have resources, or at home.
4 They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their paragraphs with a partner to read and check for spelling and grammar.
5 Finally, invite different students to read out their paragraphs for the class.

***Answers:***

Students' own answers

## Assessment

### Speaking task

***Outcome: to use the past simple***

Use SB page 7, exercise 3

Write the verbs from the box on the board. Students choose three verbs each. Then ask each student questions using their chosen verbs, for example, *What did you eat last night? What is the last film you saw?* Assess them on their use of the past simple. Students can also ask and answer in pairs.

### Reading task

***Outcome: to understand a tourist leaflet***

Use SB page 6, exercise 2 text

Write the following statements on the board:

**1 The Qasr al-Nil Bridge was built in 1872.**
**2 You can see a lot of beautiful things from the bridge.**
**3 You can see the Citadel in Cairo from far away.**
**4 They started building the Citadel in 1184.**
**5 The Citadel contains museums and mosques.**

Students read the texts again and decide whether the statements are true or false.

### Writing task

***Outcome: to use the past simple***

Students write five sentences about what they did last weekend, using the past simple.

### Listening task

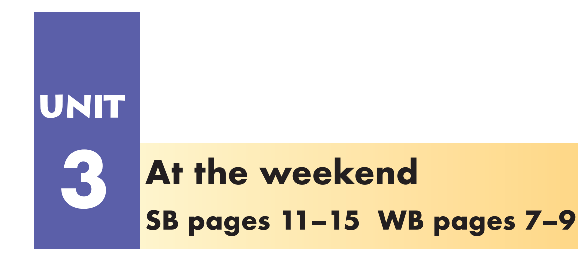
***Outcome: to understand interruptions***

Use the tapescript for SB page 8, exercises 1 and 2

Write the tapescript on the board, leaving out the following:

*Can I ask a question?*
*Can I just ask*
*where was I?*
*I'm sorry to interrupt*
*I was talking about*

Play the recording. Students complete the missing phrases as they listen.




## Objectives

**Grammar**
Future forms: *going to* and *will*
**Reading**
Reading emails about weekend plans
**Listening**
Listening to telephone conversations
**Speaking**
Making arrangements on the phone
**Writing**
Writing an email about future plans

## LESSON 1 SB page 11

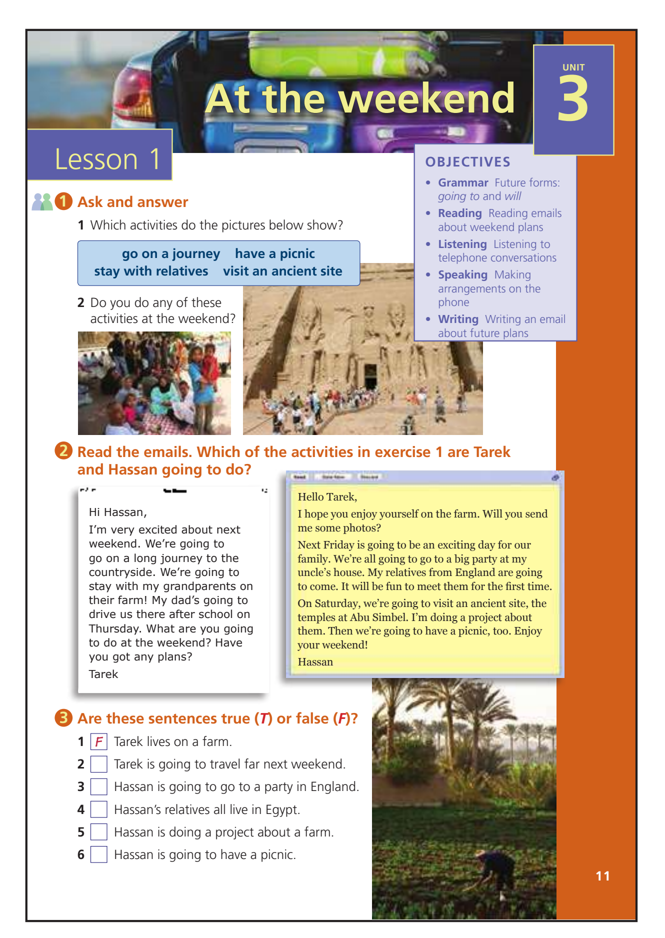
### Outcomes

- To talk about weekend activities
- To read emails about Tarek's and Hassan's weekend activities and to answer questions

**Before using the book:**

- Write the title of the unit **At the weekend** on the board and ask the students to tell you what they think they will study in the unit connected to the topic. Confirm any correct answers.
- Brainstorm a list of weekend activities. Ask them to work in teams and set a time limit.
- Ask the teams to read out their lists, and ask which of the activities they enjoy doing most at the weekend.

SB Page 11


At the weekend
UNIT 3
Lesson 1

OBJECTIVES
- **Grammar** Future forms: *going to* and *will*
- **Reading** Reading emails about weekend plans
- **Listening** Listening to telephone conversations
- **Speaking** Making arrangements on the phone
- **Writing** Writing an email about future plans

1 Ask and answer
1 Which activities do the pictures below show?
go on a journey have a picnic
stay with relatives visit an ancient site
2 Do you do any of these activities at the weekend?

2 Read the emails. Which of the activities in exercise 1 are Tarek and Hassan going to do?

Hi Hassan,
I'm very excited about next weekend. We're going to go on a long journey to the countryside. We're going to stay with my grandparents on their farm! My dad's going to drive us there after school on Thursday. What are you going to do at the weekend? Have you got any plans?
Tarek

Hello Tarek,
I hope you enjoy yourself on the farm. Will you send me some photos?
Next Friday is going to be an exciting day for our family. We're all going to go to a big party at my uncle's house. My relatives from England are going to come. It will be fun to meet them for the first time.
On Saturday, we're going to visit an ancient site, the temples at Abu Simbel. I'm doing a project about them. Then we're going to have a picnic, too. Enjoy your weekend!
Hassan

3 Are these sentences true (*T*) or false (*F*)?
1 *F* Tarek lives on a farm.
2 Tarek is going to travel far next weekend.
3 Hassan is going to go to a party in England.
4 Hassan's relatives all live in Egypt.
5 Hassan is doing a project about a farm.
6 Hassan is going to have a picnic.

11

### 1 Ask and answer

1. Draw attention to the Objectives box on page 11, which refers to the objectives of the unit, and explain in Arabic if necessary.
2. Ask the students to look at the pictures in exercise 1 and ask them to decide which of the activities in the box these represent.
3. Invite different groups to tell the rest of the class which of the activities they do. Encourage them to give as much information as possible about each of the activities they take part in, for example, who they go with, how they get there, where they go, etc.

***Answers:***

1 have a picnic, visit an ancient site
2 Students' own answers

### 2 Read the emails. Which of the activities in exercise 1 are Tarek and Hassan going to do?

1. Ask the students to look at the texts quickly and ask what kind of texts they are (*emails*).

2 Ask them what they think the emails might be about, and then ask them to read the question and scan the texts quickly to find the answer.
3 Check the answers as a whole class.

***Answers:***

Tarek is going to go on a journey and stay with relatives.

Hassan is going to go to his uncle's house, visit an ancient site and have a picnic.

### 3 Are these sentences true (*T*) or false (*F*)?

1 Ask the students to read the sentences. Tell them that they are going to read the emails in exercise 2 again and say whether the sentences are true or false according to what Tarek and Hassan say. Ask them to look at the first sentence and say why it is false, referring to the appropriate part of the text.
2 Point out that they should write T or F in each box, as in the example.
3 The students read the text and find the answers. When they have finished, ask them to check their answers with a partner before checking them orally as a whole class, inviting the students to correct the sentences which are false.
4 Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

***Answers:***

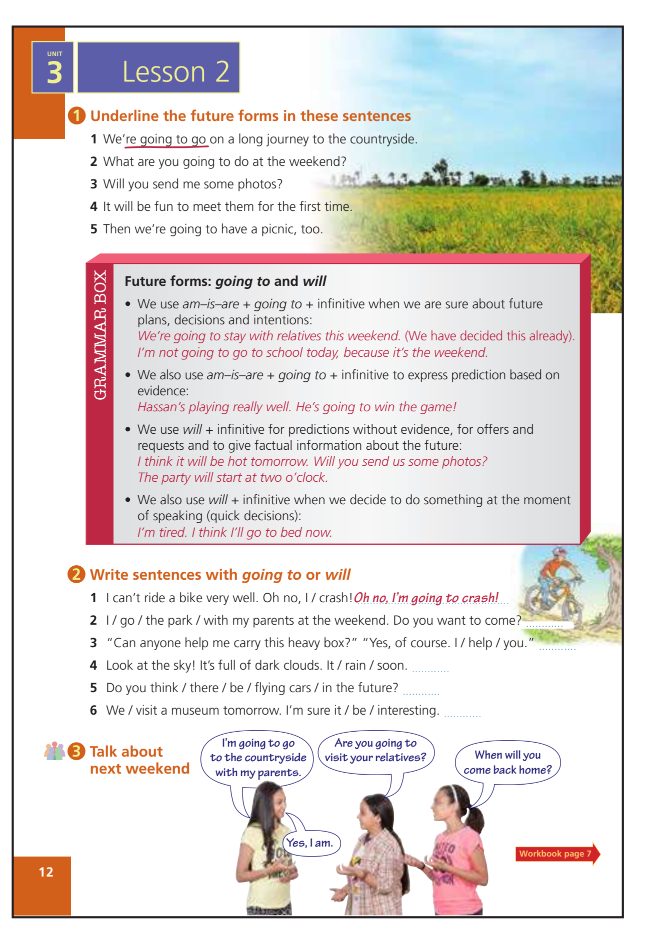
1 F (Tarek's grandparents live on a farm.)
2 T
3 F (The party is at his uncle's house.)
4 F (Some live in England.)
5 F (The project is about an ancient site.)
6 T

## LESSON 2 SB page 12 WB page 7

### Outcomes

- To use future forms *going to* and *will*
- To talk about plans for the weekend

## SB Page 12


UNIT 3 Lesson 2

**1 Underline the future forms in these sentences**

1 We're going to go on a long journey to the countryside.
2 What are you going to do at the weekend?
3 Will you send me some photos?
4 It will be fun to meet them for the first time.
5 Then we're going to have a picnic, too.

GRAMMAR BOX

**Future forms: *going to* and *will***

- We use *am–is–are* + *going to* + infinitive when we are sure about future plans, decisions and intentions:
*We're going to stay with relatives this weekend.* (We have decided this already).
*I'm not going to go to school today, because it's the weekend.*
- We also use *am–is–are* + *going to* + infinitive to express prediction based on evidence:
*Hassan's playing really well. He's going to win the game!*
- We use *will* + infinitive for predictions without evidence, for offers and requests and to give factual information about the future:
*I think it will be hot tomorrow. Will you send us some photos?*
*The party will start at two o'clock.*
- We also use *will* + infinitive when we decide to do something at the moment of speaking (quick decisions):
*I'm tired. I think I'll go to bed now.*

**2 Write sentences with *going to* or *will***

1 I can't ride a bike very well. Oh no, I / crash! *Oh no, I'm going to crash!*
2 I / go / the park / with my parents at the weekend. Do you want to come? ...........
3 "Can anyone help me carry this heavy box?" "Yes, of course. I / help / you." ...........
4 Look at the sky! It's full of dark clouds. It / rain / soon. ...........
5 Do you think / there / be / flying cars / in the future? ...........
6 We / visit a museum tomorrow. I'm sure it / be / interesting. ...........

**3 Talk about next weekend**



12

Workbook page 7

### 1 Underline the future forms in these sentences

1 Ask the students what they can see in the picture (*the countryside*). Ask *What can you do in the countryside?* (*go for walks, have a picnic,* etc.)
2 Ask the students to read the first sentence and look at the underlined verb form. Ask *What do you think 'going to' means in this sentence?* (*a future plan which we are sure will happen*).
3 Ask the students to copy the sentences into their notebooks and underline the other examples of *going to*.
4 Go through the *going to* sentences, eliciting meanings (sentences 2 and 5 — *going to* for future plans).
5 Ask the students to look at sentences 3 and 4. Ask *What do you think the future form is in these sentences?* Ask them to underline *will* + infinitive.
6 Discuss each sentence as a class in a similar way, discussing the meaning of *will* in each case (sentence 3—*will* to ask for something, sentence 4—*will* for predictions).

7 Elicit the structures of the future forms (*will/will not + infinitive without to; going to + infinitive without to*). Point out that *will not* becomes *won't* when it is contracted.

8 Ask the students to read the Grammar box and to make an extra sentence for each of the grammar points in pairs. Then ask them to read them aloud for the rest of the class to check.

| *Answers:* |
|---|
| 2 What are you going to do at the weekend? |
| 3 Will you send me some photos? |
| 4 It will be fun to meet them for the first time. |
| 5 Then we're going to have a picnic, too. |

### 2 Write sentences with *going to* or *will*

1 Elicit the differences between *going to (for future plans and when we're certain that something is going to happen)* and *will (for predictions and when we decide to do something at the moment of speaking)*.

2 Ask the students to look at the picture and ask *What's going to happen?* (*the boy is going to crash*).

3 Ask the students to work in pairs to complete the exercise, referring to the Grammar box if required. Go round and monitor while they are working, helping where necessary.

4 Invite different students to read out the sentences. Write their answers on the board and encourage the rest of the class to correct any errors.

| *Answers:* |
|---|
| 2 I'm going to the park with my parents at the weekend. Do you want to come? |
| 3 Yes, of course. I'll help you. |
| 4 It's going to rain soon. |
| 5 Do you think there will be flying cars in the future? |
| 6 We're going to visit a museum tomorrow. I'm sure it will be interesting. |

### 3 Talk about next weekend

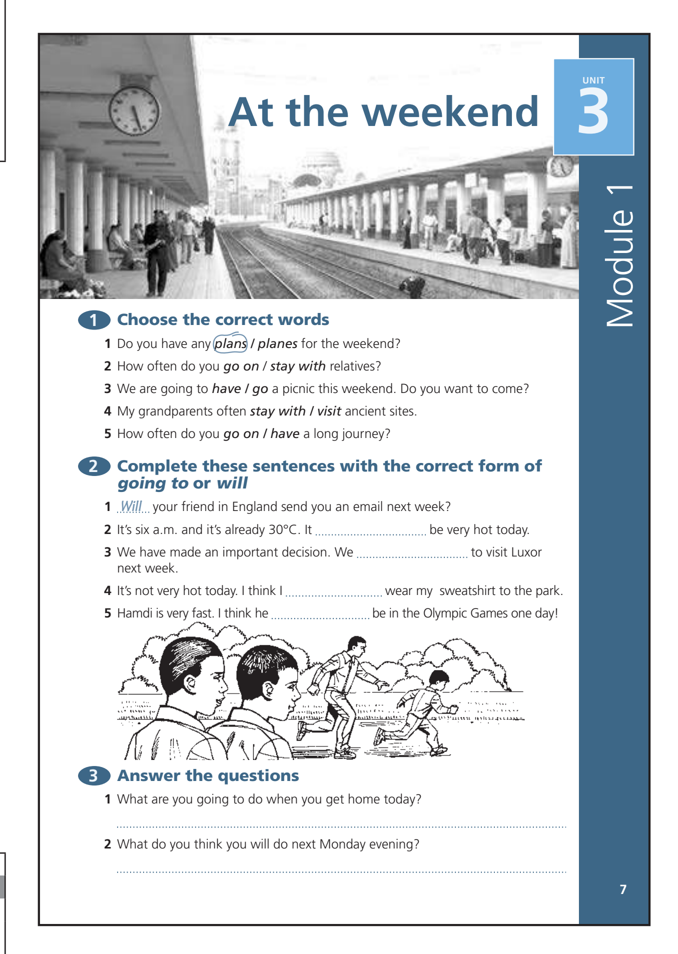
1 Ask the students to read the speech bubbles. Model the activity with different students.

2 Students then work in small groups to discuss their plans for next weekend. Encourage them to use *going to* and *will* and to ask each other questions, as in the example. Go round and monitor while they are working, helping where necessary.

3 Invite different groups to talk about their plans for the rest of the class to listen.

| *Answers:* |
|---|
| Students' own answers. |

**WB Page 7**



At the weekend

UNIT 3

Module 1

**1 Choose the correct words**

1 Do you have any plans / planes for the weekend?
2 How often do you go on / stay with relatives?
3 We are going to have / go a picnic this weekend. Do you want to come?
4 My grandparents often stay with / visit ancient sites.
5 How often do you go on / have a long journey?

**2 Complete these sentences with the correct form of *going to* or *will***

1 Will your friend in England send you an email next week?
2 It's six a.m. and it's already 30°C. It .................. be very hot today.
3 We have made an important decision. We .................. to visit Luxor next week.
4 It's not very hot today. I think I .................. wear my sweatshirt to the park.
5 Hamdi is very fast. I think he .................. be in the Olympic Games one day!

**3 Answer the questions**

1 What are you going to do when you get home today?
..................
2 What do you think you will do next Monday evening?
..................

7

### 1 Choose the correct words

1 Elicit any new vocabulary that the students remember from the lesson.

2 Ask them to read the example and explain that they have to choose the correct word to complete each sentence.

3 The students complete the exercise in pairs. Then check the answers as a whole class.

| *Answers:* | |
|---|---|
| 2 stay with | 3 have |
| 4 visit | 5 go on |

## 2 Complete these sentences with the correct form of *going to* or *will*

1. Elicit the rules for *going to* and *will*.
2. Ask the students to complete the exercise individually before checking their answers with a partner.
3. Invite different students to read out each completed sentence.

**Answers:**

| | |
|---|---|
| 2 is going to | 3 are going to |
| 4 will | 5 will |

## 3 Answer the questions

1. Ask the students to read the questions and invite several students to answer them orally.
2. The students then complete their answers. Remind them to think about whether they need to use *going to* or *will*.
3. Ask the students to read their partner's sentences and invite different students to tell the rest of the class about him/her.

**Answers:**

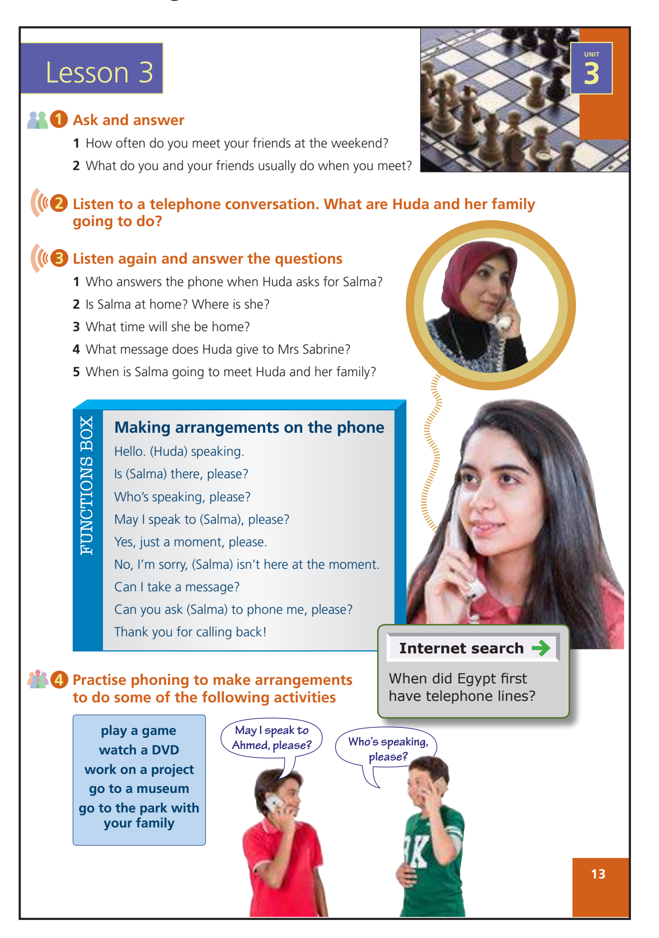
Students' own answers

## LESSON 3 SB page 13

### Outcomes

- To ask and answer about spending time with friends
- To listen to a telephone conversation and answer questions
- To practise phoning to make arrangements
- To carry out an internet search about telephone lines in Egypt

### SB Page 13



Lesson 3

UNIT 3

1 Ask and answer

1 How often do you meet your friends at the weekend?
2 What do you and your friends usually do when you meet?

2 Listen to a telephone conversation. What are Huda and her family going to do?

3 Listen again and answer the questions

1 Who answers the phone when Huda asks for Salma?
2 Is Salma at home? Where is she?
3 What time will she be home?
4 What message does Huda give to Mrs Sabrine?
5 When is Salma going to meet Huda and her family?

FUNCTIONS BOX

Making arrangements on the phone

Hello. (Huda) speaking.
Is (Salma) there, please?
Who's speaking, please?
May I speak to (Salma), please?
Yes, just a moment, please.
No, I'm sorry, (Salma) isn't here at the moment.
Can I take a message?
Can you ask (Salma) to phone me, please?
Thank you for calling back!

Internet search

When did Egypt first have telephone lines?

4 Practise phoning to make arrangements to do some of the following activities

play a game
watch a DVD
work on a project
go to a museum
go to the park with your family



13

## 1 Ask and answer

1. Ask the students to look at the picture and ask *What game is this?* (*Chess*). *Can you play?*
2. Ask the students to read the two questions and tell them that they are going to discuss them in small groups.
3. When they have finished, invite different students to tell the class about someone in their group.
4. Find out how many students do similar activities with their friends, and who does the most interesting or unusual activities.

**Answers:**

Students' own answers

## 2 Listen to a telephone conversation. What are Huda and her family going to do?

1. Tell the students that they are going to find out what Huda and her family are going to do at the weekend.
2. Play the recording for the students to listen and answer the question.

3 Check the answer.

**Tapescript**

| | |
|---|---|
| *Mrs Sabrine:* | *Hello.* |
| *Huda:* | *Hello, Mrs Sabrine. Is Salma there, please?* |
| *Mrs Sabrine:* | *Who's speaking, please?* |
| *Huda:* | *This is Huda.* |
| *Mrs Sabrine:* | *No, I'm sorry, Salma isn't here at the moment, Huda. She's visiting her aunt.* |
| *Huda:* | *When will she be home?* |
| *Mrs Sabrine:* | *I think she'll be home at about half past five. Can I take a message?* |
| *Huda:* | *Yes, can you ask her to phone me, please?* |
| *Mrs Sabrine:* | *Yes, of course.* |
| *Huda:* | *Thank you very much. Goodbye, Mrs Sabrine.* |
| *Mrs Sabrine:* | *Goodbye, Huda.* |
| *(sound of phone ringing and being answered)* | |
| *Ali:* | *Hello, Ali speaking.* |
| *Salma:* | *Hello, Ali. This is Salma. May I speak to your sister, please?* |
| *Ali:* | *Yes, just a moment, please. (calling) Huda! Salma wants to talk to you. (pause)* |
| *Huda:* | *Hi, Salma! Thank you for calling back! What are you going to do on Saturday?* |
| *Salma:* | *I'll probably stay at home and read my book. Why? Are you going to do anything?* |
| *Huda:* | *Yes, we're going to have a picnic in the park. Do you want to come?* |
| *Salma:* | *Oh, yes, I'd like that! Thank you. What time shall I come to your house?* |
| *Huda:* | *We're going to leave at about twelve o'clock.* |
| *Salma:* | *OK. I'll be there at quarter to twelve.* |
| *Huda:* | *See you then!* |

***Answers:***

They are going to have a picnic in the park.

### 3 Listen again and answer the questions

1 Ask the students how many conversations they heard (*two*). Ask why there were two conversations (*because Salma wasn't at home*).

2 Ask the students to read through the questions and then play the recording.

3 Ask the students to check their answers in pairs and then check the answers as a whole class, playing the recording again if necessary.

***Answers:***

1 Mrs Sabrine
2 No, she isn't. She's at her aunt's house.
3 at about half past five
4 She asks Mrs Sabrine to ask Salma to phone her.
5 at quarter to twelve on Saturday

### 4 Practise phoning to make arrangements to do some of the following activities

1 Ask students to work in small groups to think of phrases which are used on the telephone, for example, *May I speak to …, please?*

2 Then ask them to read the phrases in the Functions box. Play the recording again and ask them to listen out for the phrases.

3 Ask the students to look at the examples in the speech bubbles, and draw their attention to the list of activities.

4 Students work in small groups to practise making arrangements by phone. To help their listening skills, you could ask them to sit back to back on their chairs, so they can't see each other's faces.

5 Monitor as they are working, helping where necessary. Remind them to use the phrases from the Functions box.

6 Invite different groups of students to act out their phone conversations.

***Answers:***

Students' own answers

**Internet search**

1 Ask the students what they know about the invention of the telephone and when it might have first been used in Egypt.

2 Ask them to look at the Internet search box. Ask them to carry out an internet search to find out when Egypt first had telephone lines.

3 Ask the students to report their findings to the rest of the class.

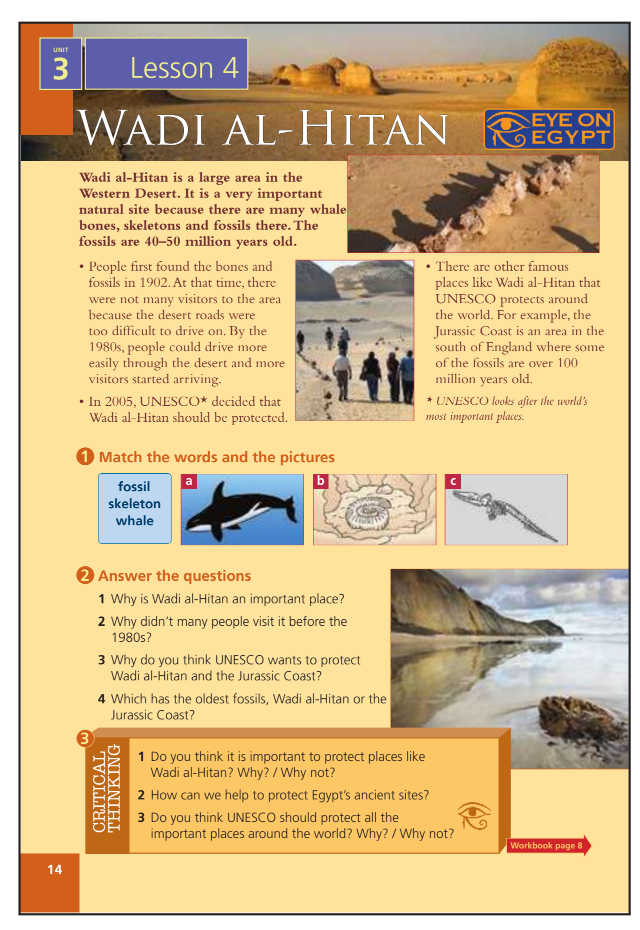
4 Ask how often they use the phone and who they call.

## LESSON 4 SB page 14 WB page 8

### Outcomes

- To read about Wadi al-Hitan and answer questions
- To use critical-thinking skills to discuss the importance of protecting ancient sites

### SB Page 14



UNIT 3 Lesson 4

# WADI AL-HITAN

EYE ON EGYPT

**Wadi al-Hitan is a large area in the Western Desert. It is a very important natural site because there are many whale bones, skeletons and fossils there. The fossils are 40–50 million years old.**

- People first found the bones and fossils in 1902. At that time, there were not many visitors to the area because the desert roads were too difficult to drive on. By the 1980s, people could drive more easily through the desert and more visitors started arriving.
- In 2005, UNESCO* decided that Wadi al-Hitan should be protected.
- There are other famous places like Wadi al-Hitan that UNESCO protects around the world. For example, the Jurassic Coast is an area in the south of England where some of the fossils are over 100 million years old.

** UNESCO looks after the world's most important places.*

**1 Match the words and the pictures**

fossil
skeleton
whale

a b c

**2 Answer the questions**

1 Why is Wadi al-Hitan an important place?
2 Why didn't many people visit it before the 1980s?
3 Why do you think UNESCO wants to protect Wadi al-Hitan and the Jurassic Coast?
4 Which has the oldest fossils, Wadi al-Hitan or the Jurassic Coast?

**3 CRITICAL THINKING**

1 Do you think it is important to protect places like Wadi al-Hitan? Why? / Why not?
2 How can we help to protect Egypt's ancient sites?
3 Do you think UNESCO should protect all the important places around the world? Why? / Why not?

Workbook page 8

14

### 1 Match the words and the pictures

1. Ask the students to read the title of the reading text and look at the photographs. Ask *Where is this? What do you know about it?*
2. Pre-teach *fossil* and ask the students whether they have ever seen one and what they know about fossils.
3. Ask them to read the introductory paragraph. Then ask them to cover the paragraph and tell you what they remember.
4. Ask the students to read the whole text. Then ask *What does UNESCO do?* Draw their attention to the explanation, if they have not already read it.
5. Ask the students to look at the three pictures. Ask *What can you see?* Then draw their attention to the words in the box, and ask them to match the words and pictures.
6. Check the answers as a whole class.
7. Ask *Have you ever seen a whale? Have you seen a skeleton? Where can you see these things?* (*in the ocean, in a museum*). Ask them why they think whale bones were found at Wadi al-Hitan. Explain that there was an ocean there millions of years ago.

***Answers:***

a whale     b fossil     c skeleton

### 2 Answer the questions

1. Ask the students to read the questions and try to answer the questions in pairs without referring back to the text. Invite them to share their ideas.
2. Ask the class to read the text again more carefully and to find the answers to the questions. Remind them not to worry about any unfamiliar words at this point.
3. Invite different students to give their answers, and to point to the part of the text where they found the information.
4. Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

***Answers:***

1. Because there are so many ancient whale bones, skeletons and fossils there.
2. Because the desert roads were too difficult to drive on.
3. Because they both have fossils which can teach us about the past.
4. the Jurassic Coast

### 3 Critical thinking

1. Put the students into small groups to discuss the questions.
2. Monitor as they are working, helping where necessary.
3. Invite different groups to share their ideas, before holding a short class discussion about the importance of protecting ancient sites.

4 Ask the students which other ancient sites they have visited and why they were important. Ask what they saw and did there, and what is being done to protect the sites.

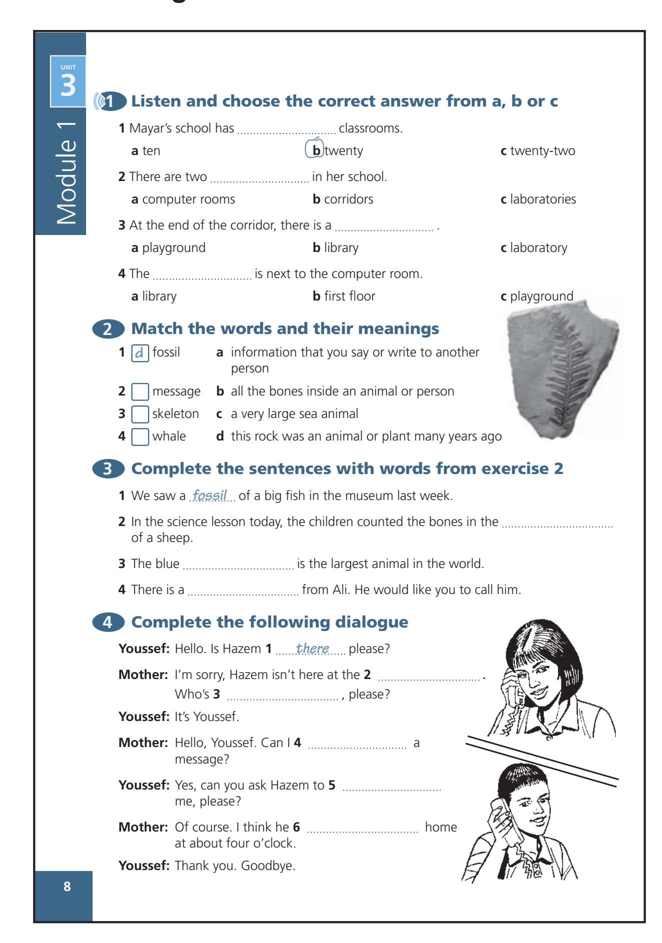
***Suggested answers:***

1 Yes, because we can learn a lot about animals from the past by looking at the fossils and skeletons.

2 We can stop too many tourists visiting them. We can help to stop air pollution which may damage the sites.

3 Yes, because they are all important./No, because they do not have enough money to protect all of them.

## ✎ WB Page 8


Unit 3 Module 1

1 Listen and choose the correct answer from a, b or c

1 Mayar's school has .................. classrooms.
a ten b twenty c twenty-two

2 There are two .................. in her school.
a computer rooms b corridors c laboratories

3 At the end of the corridor, there is a .................. .
a playground b library c laboratory

4 The .................. is next to the computer room.
a library b first floor c playground

2 Match the words and their meanings

1 d fossil — a information that you say or write to another person
2 message — b all the bones inside an animal or person
3 skeleton — c a very large sea animal
4 whale — d this rock was an animal or plant many years ago

3 Complete the sentences with words from exercise 2

1 We saw a fossil of a big fish in the museum last week.
2 In the science lesson today, the children counted the bones in the .................. of a sheep.
3 The blue .................. is the largest animal in the world.
4 There is a .................. from Ali. He would like you to call him.

4 Complete the following dialogue

Youssef: Hello. Is Hazem 1 there please?
Mother: I'm sorry, Hazem isn't here at the 2 .................. . Who's 3 .................. , please?
Youssef: It's Youssef.
Mother: Hello, Youssef. Can I 4 .................. a message?
Youssef: Yes, can you ask Hazem to 5 .................. me, please?
Mother: Of course. I think he 6 .................. home at about four o'clock.
Youssef: Thank you. Goodbye.

8

## 1 Listen and choose the correct answer from a, b or c

1 Ask the students to look at the sentences and options to prepare them for listening.

2 Play the recording while the students listen and choose the correct options.

3 Check the answers as a whole class.

**Tapescript**

*Girl:* *My name is Mayar and this is my school. It's got twenty classrooms and two laboratories. We have a big library at the end of the corridor, next to the computer room.*

***Answers:***

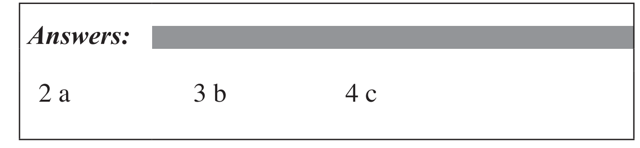
2 c 3 b 4 a

## 2 Match the words and their meanings

1 Ask the students to look at the picture and elicit the word *fossil*. Then ask them to look at the example.

2 Students then match the words and definitions.

3 Check the answers as a whole class.


***Answers:***

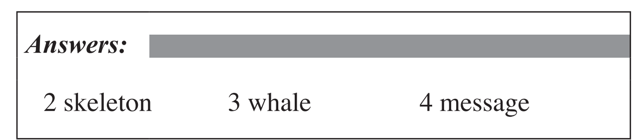
2 a 3 b 4 c

## 3 Complete the sentences with words from exercise 2

1 Ask the students to look at the example sentence.

2 Allow time for the students to complete the rest of the sentences with words from exercise 2.

3 Invite different students to read out the completed sentences.


***Answers:***

2 skeleton 3 whale 4 message

## 4 Complete the following dialogue

1 Ask the students to look at the picture and elicit phrases for making arrangements on the phone.

2 Then ask them to look at the dialogue and the example, and explain that they have to complete the dialogue by writing the correct word or phrase.

3 Check the answers as a whole class.

***Answers:***

2 moment 3 speaking
4 take 5 phone
6 will be

**REVIEW** SB page 15 WB page 9

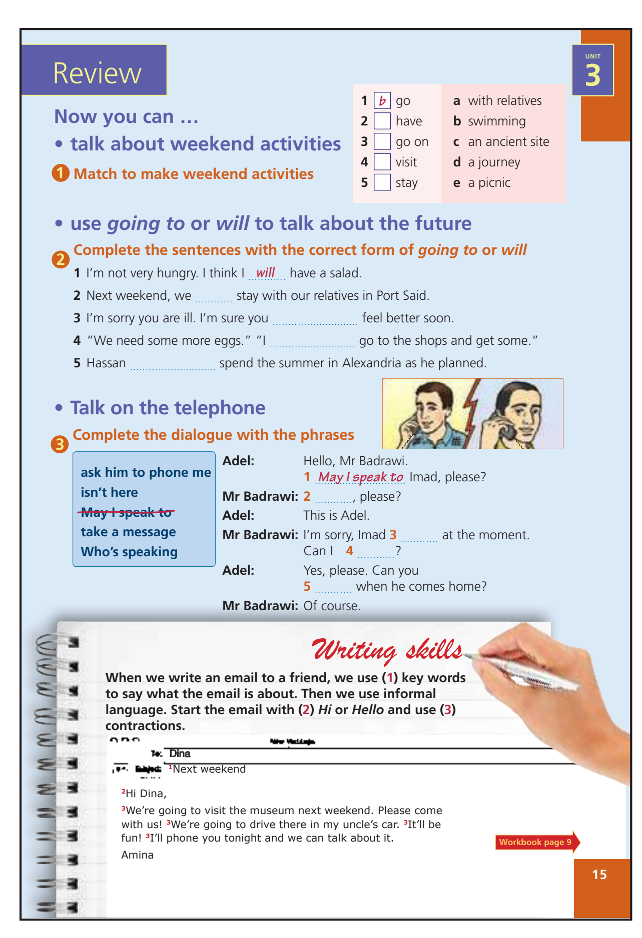
## Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using informal language in an email to a friend

### Before using the book:

- Write **At the weekend** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

### SB Page 15



Review

UNIT 3

Now you can …

- talk about weekend activities

1 Match to make weekend activities

| | | | |
|---|---|---|---|
| 1 | *b* go | a | with relatives |
| 2 | have | b | swimming |
| 3 | go on | c | an ancient site |
| 4 | visit | d | a journey |
| 5 | stay | e | a picnic |

- use *going to* or *will* to talk about the future

2 Complete the sentences with the correct form of *going to* or *will*

1 I'm not very hungry. I think I *will* have a salad.
2 Next weekend, we .......... stay with our relatives in Port Said.
3 I'm sorry you are ill. I'm sure you .......... feel better soon.
4 "We need some more eggs." "I .......... go to the shops and get some."
5 Hassan .......... spend the summer in Alexandria as he planned.

- Talk on the telephone

3 Complete the dialogue with the phrases

ask him to phone me
isn't here
~~May I speak to~~
take a message
Who's speaking

**Adel:** Hello, Mr Badrawi. 1 *May I speak to* Imad, please?
**Mr Badrawi:** 2 .........., please?
**Adel:** This is Adel.
**Mr Badrawi:** I'm sorry, Imad 3 .......... at the moment. Can I 4 ..........?
**Adel:** Yes, please. Can you 5 .......... when he comes home?
**Mr Badrawi:** Of course.

Writing skills

When we write an email to a friend, we use (1) key words to say what the email is about. Then we use informal language. Start the email with (2) *Hi* or *Hello* and use (3) contractions.

To: Dina
Subject: [1]Next weekend

[2]Hi Dina,

[3]We're going to visit the museum next weekend. Please come with us! [3]We're going to drive there in my uncle's car. [3]It'll be fun! [3]I'll phone you tonight and we can talk about it.

Amina

Workbook page 9

15

### 1 Match to make weekend activities

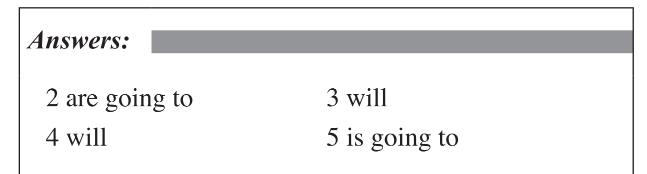
1 Elicit the weekend activities that the students have discussed in the unit.
2 Then ask the students to match the verbs with the phrases, as in the example.
3 Invite different students to read out each complete phrase.

*Answers:*

| | |
|---|---|
| 2 e | 3 d |
| 4 c | 5 a |

### 2 Complete the sentences with the correct form of *going to* or *will*

1 Ask the students to give you some example sentences using *going to* and *will*, and check that they are using them correctly.
2 Then ask them to read the example sentence and check that they understand what to do.
3 The students complete the exercise individually and check their answers in pairs. Then check the answers as a whole class.

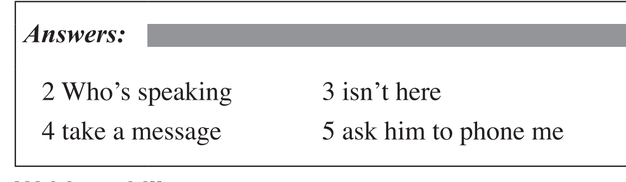


*Answers:*

| | |
|---|---|
| 2 are going to | 3 will |
| 4 will | 5 is going to |

### 3 Complete the dialogue with the phrases

1 Ask the students to look at the phrases and ask what they relate to (*telephone conversations*).
2 The students complete the dialogue using the phrases.
3 Check the answers as a whole class and then invite different pairs of students to read out the dialogue.



*Answers:*

| | |
|---|---|
| 2 Who's speaking | 3 isn't here |
| 4 take a message | 5 ask him to phone me |

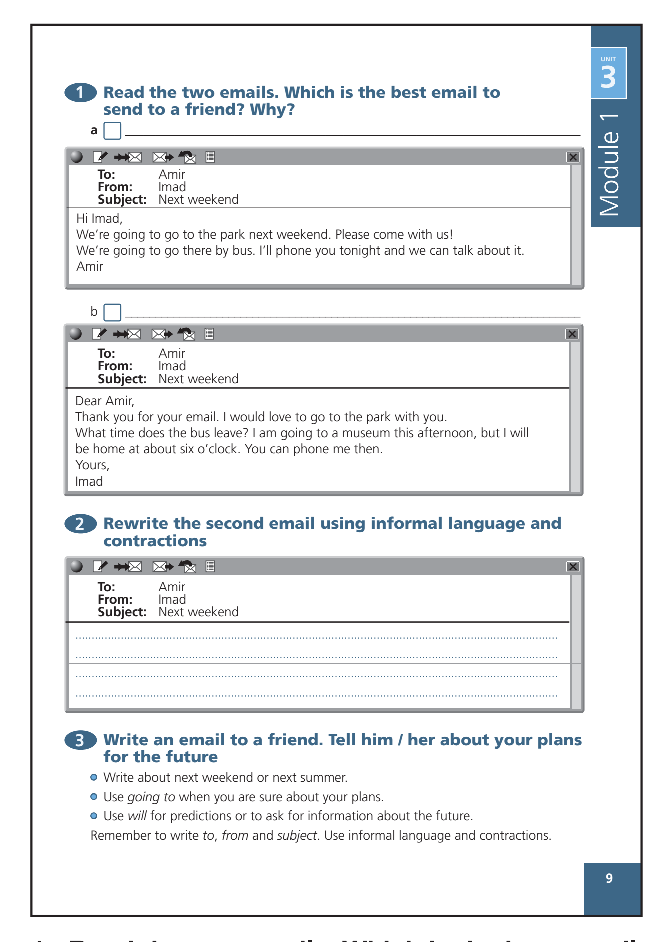
### Writing skills

1 Ask the students to think about the language that is used in emails to friends. Ask *Is it formal or informal?* (*informal*). Elicit phrases for beginning and ending emails to friends.
2 Ask them to read the Writing skills section and look carefully at the examples of each feature of informal writing and elicit further examples of each feature if possible.

*Answers:*

Students' own answers

## ✎ WB Page 9



UNIT 3

Module 1

1 **Read the two emails. Which is the best email to send to a friend? Why?**

a ☐

To: Amir
From: Imad
Subject: Next weekend

Hi Imad,
We're going to go to the park next weekend. Please come with us!
We're going to go there by bus. I'll phone you tonight and we can talk about it.
Amir

b ☐

To: Amir
From: Imad
Subject: Next weekend

Dear Amir,
Thank you for your email. I would love to go to the park with you.
What time does the bus leave? I am going to a museum this afternoon, but I will be home at about six o'clock. You can phone me then.
Yours,
Imad

2 **Rewrite the second email using informal language and contractions**

To: Amir
From: Imad
Subject: Next weekend

3 **Write an email to a friend. Tell him / her about your plans for the future**

- Write about next weekend or next summer.
- Use *going to* when you are sure about your plans.
- Use *will* for predictions or to ask for information about the future.

Remember to write *to*, *from* and *subject*. Use informal language and contractions.

9

### 1 Read the two emails. Which is the best email to send to a friend? Why?

1. Elicit the features of informal emails.
2. The students then read the two emails and discuss them in pairs, deciding which is the best one to send to a friend.
3. Check the answer as a whole class and encourage students to explain why the email they chose is the best one.

***Answers:***

Email a, because it is more friendly and less formal.

### 2 Rewrite the second email using informal language and contractions

1. Ask the students why they wouldn't send the second email to a friend, and ask them to point out the more formal language features (Dear, *long forms*, Yours).
2. Ask them to rewrite the email using the same information but in a more informal way.
3. Ask confident students to read out their new emails.

***Example answers:***

Hi Amir,

Thanks for your email. I'd love to go to the park with you. What time does the bus leave? I'm going to a museum this afternoon, but I'll be home at about six o'clock. Phone me then.

Imad

### 3 Write an email to a friend. Tell him/her about your plans for the future

1. Tell the students that they are going to write an email about next weekend or next summer. Ask them to choose one to write about.
2. Ask them to look at the points and to plan their writing before they start.
3. They should write their answer in their notebooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their emails with a partner to read and check the spelling and grammar.
4. Finally, invite different students to read out their emails for the class.

***Answers:***

Students' own answers. Answers should include *to*, *from* and *subject*.

# Assessment

## Speaking task

***Outcome: to make arrangements on the phone***

Use SB page 13, exercises 3 and 4

Ask students to call out some weekend activities and write them on the board.
Students choose three activities each. In pairs, they roleplay a telephone conversation to make arrangements to do the three activities, using the phrases in exercise 3.

## Reading task

***Outcome: to understand emails about future plans***

Use SB page 11, exercise 2 texts

Write the following questions on the board:

**1 Why is Tarek excited? 2 What is Tarek's dad going to do? 3 What does Hassan want Tarek to do? 4 Why is Hassan excited? 5 What is Hassan going to visit with his family?**

Students read the texts again and answer the questions.

## Writing task

***Outcome: to use future forms:* going to *and* will**

Use SB page 12, exercise 3

Students write five sentences about what they are going to do next weekend. Ask them to include examples of *going to* and *will*.

## Listening task

***Outcome: to understand telephone conversations about plans***

Use the tapescript for SB page 13, exercises 2 and 3

Using the tapescript, write a gapped conversation on the board:

**(1) __________ Salma __________, please?**

**(2) Who's __________, please?**

**(3) Salma _________ __________ at the moment. _________ I __________ a message?**

**(4) Can you __________ her to __________, please?**

Students complete the missing information as you play the recording.

# REVIEW A SB pages 16-17 WB pages 10-13

## LESSON 1 SB page 16

### Outcomes

- To review and practise the vocabulary and structures of Units 1–3

**Before using the book:**

- Ask the students what the themes of Module 1 were (*places in a school, famous places in a city, and weekend activities*). Ask what they enjoyed learning about most, and why.
- Elicit the grammar points they have practised (*can/can't, must/mustn't, the past simple and* going to *and* will) and any of the rules that they remember.

**SB Page 16**

### 1 Read the website and match paragraphs 1–3 with the pictures

1. Tell the students that they are going to review and consolidate what they have learned in Module 1 in Review A.
2. Ask the students to look at the three pictures in exercise 1 and describe them. Tell them that they are going to read a text about the city of Fayoum. Ask them what they know about Fayoum and what there is to see and do there.
3. Ask them to scan the paragraphs quickly and match them with the pictures. Check the answers as a whole class.
4. Ask whether they have visited these places, or been anywhere similar.

***Answers:***

2 c 3 a

### 2 Complete the questions about the text in exercise 1 with *going to/will* or *can/must*. Then answer the questions

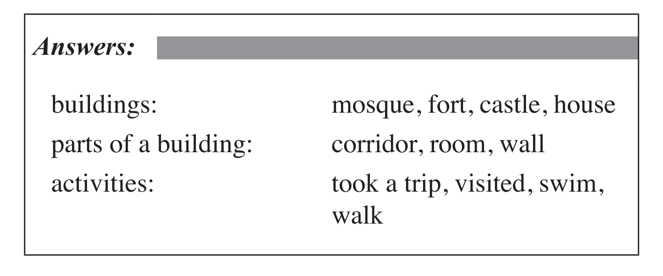
1. Ask students what they remember about *going to* and *will* (*they are used to talk about the future*) and the modal verbs *can/can't* and *must/mustn't* (*they are used to talk about permission and obligation*).
2. Tell the students to read the text again and complete the questions with the correct verb forms, as in the example. Remind them that sometimes there may be a choice.
3. Students work in pairs to complete the exercise.
4. Check answers by inviting different students to read out the completed sentences.
5. Then ask them to answer the questions by finding the relevant information in the text. Check the answers as a whole class.
6. Ask *Would you like to visit Fayoum? Which place would you most like to see there? Why?*.

***Answers:***

1 Yes, you can.
2 must – Because hundreds of birds live on the island.
3 can – You can walk along the corridors.
4 going to – He is going to visit the old town of Karanis.
5 will – It will be interesting to see the walls of some of the old houses.

### 3 Complete the mind map with words from the text

1. Ask the students to look at the mind map and elicit some examples of words for each heading.
2. Then ask them to work in pairs to read the text again and add to the mind map with appropriate words from the text.
3. Ask students to compare their mind maps with another pair.
4. Draw the mind map on the board and invite different students to come to the front to add words to the mind map.



***Answers:***

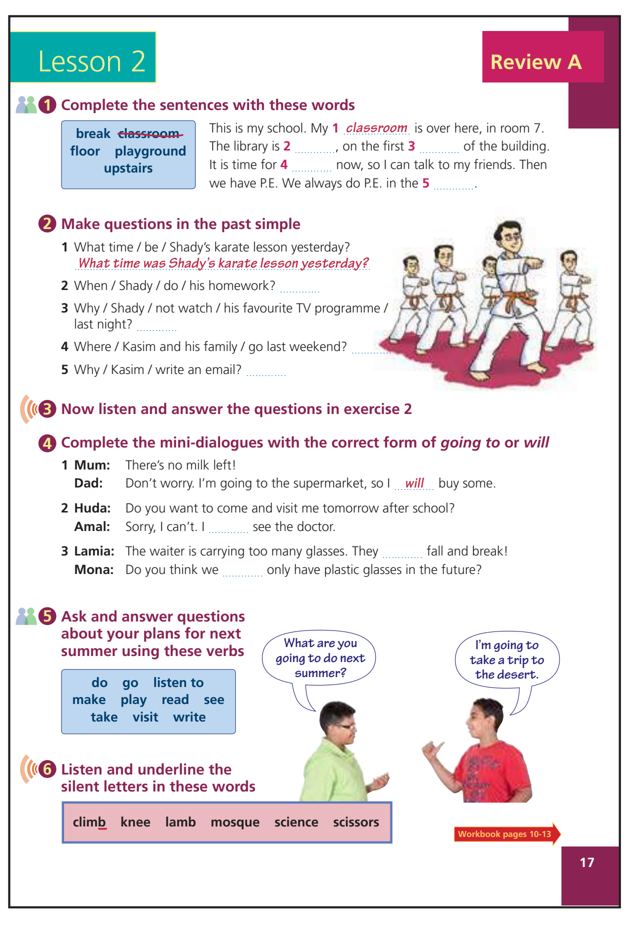
| | |
|---|---|
| buildings: | mosque, fort, castle, house |
| parts of a building: | corridor, room, wall |
| activities: | took a trip, visited, swim, walk |

## LESSON 2 SB page 17

### Outcomes

- To review and practise the vocabulary and structures of Units 1–3

### SB Page 17



Lesson 2

Review A

**1 Complete the sentences with these words**

break ~~classroom~~ floor playground upstairs

This is my school. My **1** *classroom* is over here, in room 7. The library is **2** .........., on the first **3** .......... of the building. It is time for **4** .......... now, so I can talk to my friends. Then we have P.E. We always do P.E. in the **5** .......... .

**2 Make questions in the past simple**

1. What time / be / Shady's karate lesson yesterday?
   *What time was Shady's karate lesson yesterday?*
2. When / Shady / do / his homework? ..........
3. Why / Shady / not watch / his favourite TV programme / last night? ..........
4. Where / Kasim and his family / go last weekend? ..........
5. Why / Kasim / write an email? ..........

**3 Now listen and answer the questions in exercise 2**

**4 Complete the mini-dialogues with the correct form of *going to* or *will***

1 **Mum:** There's no milk left!
**Dad:** Don't worry. I'm going to the supermarket, so I *will* buy some.

2 **Huda:** Do you want to come and visit me tomorrow after school?
**Amal:** Sorry, I can't. I .......... see the doctor.

3 **Lamia:** The waiter is carrying too many glasses. They .......... fall and break!
**Mona:** Do you think we .......... only have plastic glasses in the future?

**5 Ask and answer questions about your plans for next summer using these verbs**

do go listen to make play read see take visit write



**6 Listen and underline the silent letters in these words**

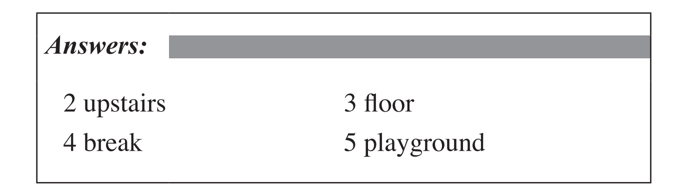
climb knee lamb mosque science scissors

Workbook pages 10-13

17

### 1 Complete the sentences with these words

1. Quickly elicit the places in a school. Then ask the students to look at the description and the words in the box in exercise 1.
2. Ask the students to work in pairs to complete the text.
3. Check the answers as a whole class.



***Answers:***

| | |
|---|---|
| 2 upstairs | 3 floor |
| 4 break | 5 playground |

### 2 Make questions in the past simple

1. Elicit when to use the past simple (*to talk about events in the past*). Test the students by calling out some infinitives of irregular verbs and asking them to reply with the past form. Elicit the question form and time phrases which are used with the past simple.
2. The students complete the exercise in pairs.

3 Invite different students to read out the questions.

***Answers:***

2 When did Shady do his homework?
3 Why didn't Shady watch his favourite TV programme last night?
4 Where did Kasim and his family go last weekend?
5 Why did Kasim write an email?

### 3 Now listen and answer the questions in exercise 2

1 Tell the students that they are going to find out the answers to the questions in exercise 2 by listening to a telephone conversation between Shady and Kasim.

2 Ask them to read the questions again.

3 Play the recording while the students make notes to answer the questions. Ask them to compare their answers with a partner before playing the recording again.

4 Check the answers as a whole class.

**Tapescript**

*Kasim:* *Hello, Mrs Karim. It's Kasim speaking. Can I speak to Shady, please?*
*Mrs Karim:* *Yes, of course. Just a moment, please. (pause)*
*Shady:* *Hello, Kasim! How are you?*
*Kasim:* *Hi, Shady. I'm fine, thanks. Did you watch the history programme on TV last night?*
*Shady:* *No, I didn't. I was really busy yesterday.*
*Kasim:* *What did you do yesterday?*
*Shady:* *Well, after school, I went to the gym and played basketball. Then I had a karate lesson. And after that ...*
*Kasim:* *Can I just ask, what time was your karate lesson?*
*Shady:* *It started at four o'clock and finished an hour later, at five. Now, where was I?*
*Kasim:* *You were talking about what you did after karate.*
*Shady:* *Oh yes. When I arrived home, I did my homework. Then I had dinner, so I didn't have time to watch the TV programme! What about you, Kasim? What did you do yesterday?*
*Kasim:* *I wrote an email to my cousins. My family and I went to visit them last weekend in the countryside. They gave me a book, so I wanted to say thank you in my email.*
*Shady:* *That's nice! Did you enjoy your weekend there?*
*Kasim:* *Yes, I did. It was fun.*

***Answers:***

1 It started at four o'clock and finished at five.
2 when he arrived home
3 He didn't have time.
4 They visited Kasim's cousins in the countryside.
5 to thank his cousins for the nice book they gave him

### 4 Complete the mini-dialogues with the correct form of *going to* or *will*

1 Ask the students to look at the mini-dialogues and explain that they have to complete the gaps with the correct future form.

2 Students work in pairs to complete the task. Monitor and help where necessary.

3 Invite pairs of students to read out the completed dialogues to check the answers.

***Answers:***

2 am going to 3 are going to, will

### 5 Ask and answer questions about your plans for next summer using these verbs

1 Ask two students to read out the example in the speech bubbles.

2 Students work in pairs to ask and answer about their plans for next summer, using the verbs in the box and the appropriate future forms.

3 Invite pairs of students to act out their conversation for the rest of the class.

***Answers:***

Students' own answers

### 6 Listen and underline the silent letters in these words

1. Ask the students to read the words in the box and elicit the meanings.
2. Play the recording while the students listen and underline the silent letters.
3. Students compare their answers with a partner.
4. Check the answers with the whole class, playing the recording again if necessary.

**Tapescript**

*climb knee lamb mosque science scissors*

***Answers:***

knee, lamb, mosque, science, scissors

## Practice Test 1a

### 1 Listen and choose the correct answer from a, b, c or d

**Tapescript**

*Boy:* *Where's the library, please?*

*Teacher:* *The library's on the ground floor. Hassan, can you take this new boy to the library, please?*

*Hassan:* *Of course, Mrs Mona.*

### 2 Listen and answer the following questions

**Tapescript**

*Hala:* *Sara, what are you going to do this weekend?*

*Sara:* *I'm going to study. What about you, Hala?*

*Hala:* *I'm travelling to Aswan until Sunday.*

## Practice Test 1b

### 1 Listen and choose the correct answer from a, b, c or d

**Tapescript**

*Girl 1:* *Warda, what is your favourite lesson?*

*Girl 2:* *English, especially on Mondays, when we have English in the library. We read our favourite book there.*

### 2 Listen and answer the following questions

**Tapescript**

*Ms Donia:* *Hello, class. I'm Ms Donia. You should arrive at school right before the lessons start. If you want to ask a question, raise your hand.*

Module 1

# Practice Test 1a

## A Listening

### 1 Listen and choose the correct answer from a, b, c or d:

1 Why does the boy not know where to go?
 a He can't remember. (b) It is his first day at school.
 c He doesn't have a map. d He is young.

2 On which floor is the library?
 a the first floor b the second floor
 c the third floor (d) the ground floor

3 Hassan is going to …
 a give the boy a map. (b) take the boy to the library.
 c ask the boy questions. d show the boy his class.

### 2 Listen and answer the following questions:

1 What is Sara going to do at the weekend? *She is going to study*............................
2 Where is Hala going to go at the weekend? *She is travelling to Aswan*................
3 When will Hala come back home? *She will come back home after Sunday*...........

## B Language Functions

### 3 Complete the following dialogue:

*Sara is calling Leila at home.*

**Sara:** Hello. Is Leila there, please?
**Mrs Eman:** No, I'm sorry, she isn't here at the **1** .*moment*.. Who's speaking, please?
**Sara:** It's Sara. **2** ......*What*...... time will Leila be home?
**Mrs Eman:** She'll be home at six. Can I take a **3** ...*message*....?
**Sara:** Yes, please. Can you **4** .......*ask*....... Leila to phone me tonight?
**Mrs Eman:** OK, I'll do that. Goodbye!

### 4 Supply the missing parts in the following two mini-dialogues:

1 **Hassan:** Hello, can I speak to Ali, please?
 **Mother:** Yes, *just a moment, please*.........................................................................
 **Ali:** Hello, Hassan. Thank you for calling back!

2 **Guide:** This pyramid is very old. It was used by …
 **Tourist:** Excuse me. *(Can I ask a question?/Sorry to interrupt.) When was it built?*
 **Guide:** It was built about 3,000 years ago. Now, where was I?

## C Reading Comprehension

### 5 Read the following, then answer the questions:

Today, we are going to visit Tihna el-Jebel. It will be hot today, so you must take lots of water. On our tour you are going to find out about the ancient site. In the past, this was a very important place. People walked up the hill to see the statues at the top. We will visit the statues today. You mustn't touch the statues, but I think you will enjoy visiting them.

Tihna al-Jebel is only 13 kilometres from Minya. The bus leaves at eight o'clock, so you must be in front of the hotel at 7.55. Are there any questions?

1 Who do you think is talking? *A tour guide is talking to some tourists.*
2 Why is it a good idea to take lots of water? *Because it will be hot today.*
3 Where are the statues? *They are at the top of the hill.*
4 It is important .................... the statues.
a to touch b to buy (c) not to touch d not to visit
5 They must be in front of the hotel .................... eight o'clock.
a at exactly (b) five minutes before c five minutes after d 55 minutes before

## D The Reader

### 6 a. Put the events into the correct order:

[1] Crusoe escaped from Morocco in a small fishing boat.
[4] Crusoe's ship sailed into a big storm and started to sink.
[2] The captain of a passing ship rescued Crusoe and took him to Brazil.
[3] Crusoe sailed with some friends to Guinea to sell more goods.

### b. Answer the following questions:

1 Who wrote *Robinson Crusoe*? *Daniel Defoe*
2 What did Crusoe do in Guinea before he went back to London? *He sold his goods.*
3 Why do you think Crusoe was unhappy when he was a slave? *Students' own answers*
4 Do you think Crusoe did the right thing by leaving home and sailing to Guinea? Why or why not? *Students' own answers*

## E Vocabulary and Structure

### 7 Choose the correct answer from a, b, c or d:

1 You .................... look right and left before you cross the road.
a has to (b) must c mustn't d can't
2 When did Ali .................... that book?
(a) buy b bought c buys d brought
3 Mona .................... to school yesterday because she was ill.
a not come b doesn't come c don't come (d) didn't come
4 I'm hungry. I think .................... a sandwich.
a I have b I'm going to have (c) I'll have d I had
5 Go up the stairs. The laboratory is on the first .................... .
a gate b door c flour (d) floor
6 It is best to .................... your school bag the night before you go to school.
(a) pack b place c put d plan
7 On my new .................... I can see that we have English in the morning.
a corridor (b) timetable c map d location
8 Sunglasses can .................... your eyes from the sun.
a pour b peel (c) protect d put

### 8 Read and correct the underlined words:

1 You <u>mustn't to</u> drink water from the river. It's not clean. *mustn't*
2 How long <u>did it took</u> to complete the palace? *did it take*
3 Qasr al-Nil Bridge has two <u>status</u> on each end. *statues*
4 We mustn't <u>take</u> in the library. *talk*

## F Writing

### 9 Write a paragraph of six (6) sentences about an interesting place

*Students' own answers*

# Practice Test 1b

## A Listening

### 1 Listen and choose the correct answer from a, b, c or d:

1 What subject does Warda like most?
**a** maths **b** history **(c)** English **d** Arabic

2 What do they do in the library?
**a** ask questions **b** speak Arabic **(c)** read their favourite books **d** use the computer

3 When do they have English in the library?
**(a)** on Monday **b** on Tuesday **c** on Thursday **d** on Sunday

### 2 Listen and answer the following questions:

1 When is the best time to arrive at school? *Before the lessons start.*
2 What is the most polite way to ask a question in class? *You should raise your hand*
3 Who is Ms Donia speaking to? *She is speaking to a ~~class~~ first.*

## B Language Functions

### 3 Complete the following dialogue with one word each:

*Hamdi is talking with a new student at the school.*

**Hamdi:** Hello. My name is Hamdi. **1** *What* is your name?
**Fareed:** I'm Fareed. I'm new here. Where is the **2** *gym* ?
**Hamdi:** It's the big room at the end of this **3** *corridor*. Do you have P.E. today?
**Fareed:** Yes, at 10 o'clock.
**Hamdi:** You're in my P.E. class. Come with me.
**Fareed:** We **4** *must/should* hurry. It's almost 10 o'clock now

### 4 Supply the missing parts in the following two mini-dialogues:

1 **Tamer:** Excuse me. Where is the office, please?
**Teacher:** *It's at the end of the corridor. [Accept correct alternatives]*

2 **Warda:** Can I ask a question? *Where did you live when you were a child?*
**Leila:** When I was a child, I lived in Luxor.

## C Reading Comprehension

### 5 Read the following, then answer the questions:

The Colossus of Rhodes stood on the island of Rhodes from around 280 BCE. It was a very big metal statue of a Greek soldier. It was about 30 metres tall, but it only stood for 54 years. Then an earthquake damaged it badly. People say that they needed 900 camels to take all the metal away to use for other things. Egypt's King Ptolemy III wanted to build the statue again, but was not successful. There are now plans to build a new Colossus of Rhodes. It will be 135 metres high and will contain a library, shops and a museum.

1 What happened in around 280 BCE? *They built the Colossus of Rhodes.*
2 Who wanted to build a new Colossus of Rhodes but was not successful? *Egypt's King Ptolemy III*
3 Why did they use the metal from the old statue? *To use for other things.*
4 The Colossus of Rhodes was a ..................
a building. b statue of a king. c museum. (d) statue of a soldier.
5 The new statue will .................. the old statue.
a be smaller than b be the same as c look like (d) have more things inside it than

## D The Reader

### 6 a. Put the events into the correct order:

[4] Crusoe slept in a tree.
[2] Pirates took Crusoe's ship and sold him as a slave.
[3] Crusoe became a farmer in Brazil.
[1] Crusoe went to London and found a ship which was sailing to Guinea.

### b. Answer the following questions:

1 Who was Alexander Selkirk? *He was a sailor who spent (four) years alone on an island.*
2 What work did Crusoe do in Brazil?
*He returned to London with a lot of money after his first trip.*
3 Crusoe lived happily as a farmer in Brazil. Why do you think he wanted to be a trader again? *Students' own answers*
4 Do you think he was able to fall asleep the first night in a tree? Why or why not?
*Students' own answers*

## E Vocabulary and Structure

### 7 Choose the correct answer from a, b, c or d:

1 You .................. stay in the library after six o'clock because it closes then.
a must (b) can't c can d did
2 Look, Grandma is carrying a lot of bags. I .................. her.
a going to help (b) will help c help d didn't help
3 It's near the end and it's 3-0 for Egypt. We .................. the game!
(a) are going to win b win c will win d mustn't win
4 We .................. the museum tomorrow. Do you want to come with us?
a can't visit (b) are going to visit c visit d must visit
5 We can enter the .................. through those metal gates.
a king b competition c voyage (d) palace
6 A .................. is the world's largest animal.
a wall b wool c sheep (d) whale
7 Hamdi has cousins in England and other .................. in Italy.
a parents (b) relatives c families d brothers
8 I love that book. I think it's ..................!
a possible b dangerous (c) wonderful d difficult

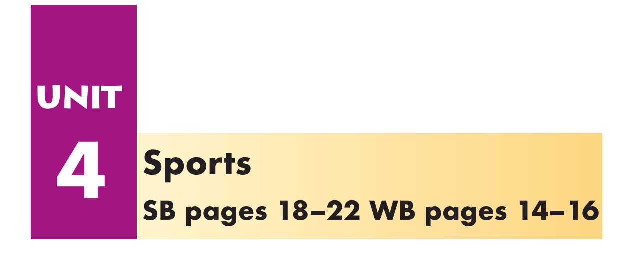
### 8 Read and correct the underlined words:

1 People <u>must</u> take long showers. *mustn't*
2 It's cloudy. I think it <u>should</u> rain. *could/might*
3 I bought some <u>flowers</u> from the bakery *bread/cake*
4 John needed some medicine, so he went to the <u>supermarket</u>. *chemist*

## F Writing

### 9 Write an email of six sentences to your uncle about something you think will happen next year. (Your name is Nour.)

*Students' own answers. Answer should include to, from and subject.*



# UNIT 4 Sports

SB pages 18–22 WB pages 14–16

## Objectives

**Grammar**
Defining relative clauses/pronouns

**Reading**
Reading a web page about a sports stadium

**Listening**
Listening to someone trying to encourage a friend to do something

**Speaking**
Encouraging someone to do something

**Writing**
Writing descriptions of sports and objects

## LESSON 1 SB page 18

### Outcomes

- To talk about sports
- To read a web page about Cairo International Stadium and answer questions
- To carry out an internet search about the Africa Cup of Nations competition

**Before using the book:**

- Write **Sports** on the board and ask the students to work in small groups to brainstorm a list of sports they know. Tell them that this is a competition and that they have one minute to write down as many sports as they can.
- Stop the students after one minute and ask them to exchange papers with another group. Ask each group to write the list they have on the board. Award one point for each correctly spelled answer to find the winning team. Teams are given double points for any answers which other teams haven't mentioned.
- Tell them that they are going to find out more about sports in the unit.

SB Page 18

UNIT 4 Sports

Module 2

Lesson 1

OBJECTIVES
- **Grammar** Defining relative clauses/pronouns
- **Reading** Reading a web page about a sports stadium
- **Listening** Listening to someone trying to encourage a friend to do something
- **Speaking** Encouraging someone to do something
- **Writing** Writing descriptions of sports and objects

1 Ask and answer

1 Can you match these sports with the pictures below?

- b diving
- hockey
- horse riding
- squash
- table tennis

a b c d e

2 Which sports do you like watching?

2 What do you know about the Cairo International Stadium? Which sports do you think you can watch there?

3 Read the web page about the stadium and check your answers to exercise 2

Cairo International Stadium

Cairo International Stadium is in Nasr City, which is in the northeast of Cairo and about ten kilometres from the airport. The stadium has 75,000 seats for people who want to watch sports. In 2006, this was the place where football teams played in the Africa Cup of Nations. Sixteen teams from countries all over Africa played in this competition, including Kenya, Morocco and Tunisia. The final was between Egypt and the Ivory Coast. Egypt won the competition, for the fifth time!

Cairo International Stadium is the home of Egyptian football. You can watch nearly all of the most important football matches there. But there are lots of spaces which are used for other sports: tennis, basketball, hockey, table tennis, squash and karate. There is a 50-metre swimming pool and diving pool. There is also a stadium where you can watch horse riding.

4 What do the following numbers refer to?

1 10 *How far it is from the stadium to the airport.*
2 75,000 ............
3 16 ............
4 50 ............

Internet search
Where was the most recent Africa Cup of Nations competition and which country won?

18

### 1 Ask and answer

1. Draw attention to the Objectives box on page 18, which refers to the objectives of the unit, and explain in Arabic if necessary.
2. Now ask the students to work in small groups to match the sports in the box in question 1 and the pictures. Check the answers as a whole class and drill pronunciation.
3. Then ask the students to discuss the second question in their groups before holding a short class discussion about likes and dislikes. If there are any students who don't like sports, ask them what they like doing instead.

*Answers:*

1 a squash b diving c hockey d table tennis e horse riding
2 Students' own answers

### 2 What do you know about the Cairo International Stadium? Which sports do you think you can watch there?

1. Ask the students to discuss the questions in the rubric in small groups.

2 Then invite them to share their ideas with the rest of the class. Do not confirm their answers at this point.

3 Ask the students whether they have ever been to the stadium and what they went to watch. Ask them to describe the experience and how they felt.

| *Answers:* |
|---|
| Students' own answers |

**3 Read the web page about the stadium and check your answers to exercise 2**

1 Ask the students to read the web page quickly and check their answers to exercise 2. Tell them not to worry about any words they don't know at this point.

2 Invite different students to give their answers.

| *Answers:* |
|---|
| You can watch football, tennis, basketball, hockey, table tennis, squash, karate, swimming, diving and horse riding. |

**4 What do the following numbers refer to?**

1 Ask the students to read the numbers and the example answer. Ask them whether they can remember what the other numbers refer to without looking back at the text.

2 The students then read the web page again more carefully to check their answers.

3 Invite different students to read out their answers.

4 Ask the students whether there were any words they didn't know in the text and encourage them to try to work out their meaning from the context before checking them as a whole class.

*Answers:*

2 The number of seats in the stadium.
3 The number of teams in the Africa Cup of Nations.
4 The size/length of the swimming pool.

**Internet search**

1 Ask the students what they know about the Africa Cup of Nations competition.

2 Ask where the last competition was held and who won. Tell them that they are going to find out by doing an internet search.

3 Ask them to look at the Internet search box. The students work in pairs to look up the facts about the competition.

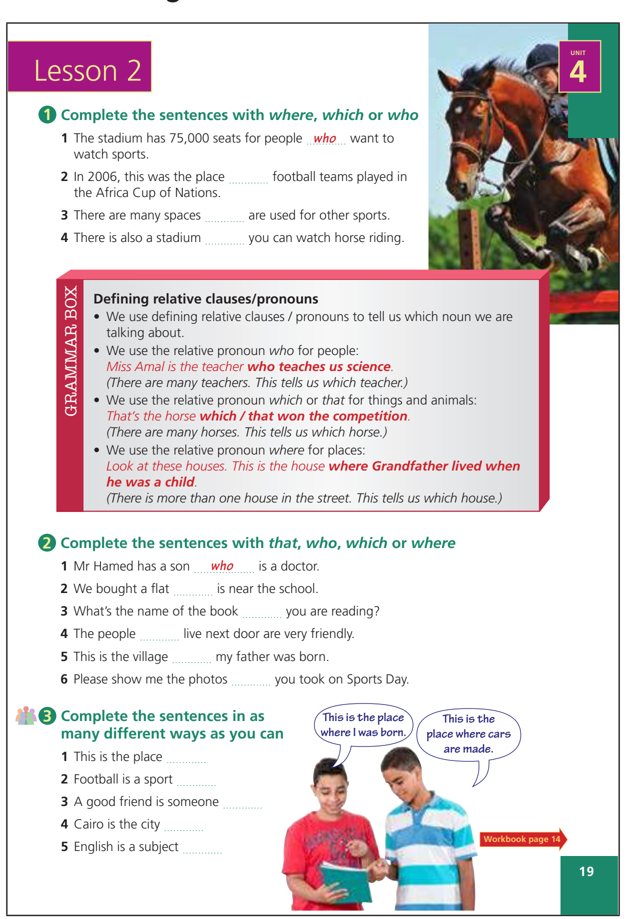
4 When they have carried out their research, ask the students to report their findings to the rest of the class.

## LESSON 2 SB page 19 WB page 14

**Outcomes**

• To use defining relative clauses

### SB Page 19


Lesson 2

UNIT 4

**1 Complete the sentences with *where, which* or *who***

1 The stadium has 75,000 seats for people *who* want to watch sports.
2 In 2006, this was the place ........ football teams played in the Africa Cup of Nations.
3 There are many spaces ........ are used for other sports.
4 There is also a stadium ........ you can watch horse riding.

GRAMMAR BOX

**Defining relative clauses/pronouns**

• We use defining relative clauses / pronouns to tell us which noun we are talking about.
• We use the relative pronoun *who* for people:
*Miss Amal is the teacher* ***who teaches us science****.*
*(There are many teachers. This tells us which teacher.)*
• We use the relative pronoun *which* or *that* for things and animals:
*That's the horse* ***which / that won the competition****.*
*(There are many horses. This tells us which horse.)*
• We use the relative pronoun *where* for places:
*Look at these houses. This is the house* ***where Grandfather lived when he was a child****.*
*(There is more than one house in the street. This tells us which house.)*

**2 Complete the sentences with *that, who, which* or *where***

1 Mr Hamed has a son *who* is a doctor.
2 We bought a flat ........ is near the school.
3 What's the name of the book ........ you are reading?
4 The people ........ live next door are very friendly.
5 This is the village ........ my father was born.
6 Please show me the photos ........ you took on Sports Day.

**3 Complete the sentences in as many different ways as you can**

1 This is the place ........
2 Football is a sport ........
3 A good friend is someone ........
4 Cairo is the city ........
5 English is a subject ........



Workbook page 14

19

**1 Complete the sentences with *where, which* or *who***

1 Ask the students to look at the photo and ask *What can you see*? (*horse riding*).

2 Write **wh-** on the board and elicit the *wh-* words (*where, when, which, what, who, why,*). Write the words on the board and ask them what they

describe (*places, times, things, people, reasons,* etc.).

**3** Ask the students to read the example sentence and ask why *who* is used to complete it (*because we are talking about the people*).

**4** Go through the other sentences in turn, asking the students what is being described (*2 = a place, 3 = a thing, 4 = a place*).

**5** The students complete the exercise in pairs. Then check the answers as a whole class.

**6** Ask the students to read the first point in the Grammar box and ask them to say what is the noun that is being described in each of the sentences in exercise 1 (*the place, spaces, a stadium*).

**7** Then ask them to read the rest of the points in the Grammar box and match the rules to the sentences in exercise 1 (*1 = who, 2 and 4 = where, 3 = which*). Ask what they notice about the word *that* (*it can be used with things instead of* which).

**8** You could ask the students to create their own gapped sentences in pairs (one for each *wh*-word) for another pair of students to complete. Go round and monitor while they are working, helping where necessary. Then invite different students to read out their completed sentences.

***Answers:***

2 where 3 which 4 where

### 2 Complete the sentences with *that, who, which* or *where*

**1** Ask a student to say one of the *wh*- words and ask the rest of the class to say what it is used to describe (*people, things,* etc.). Repeat several times with different students.

**2** The students then read the example with *who*. Draw attention to the fact that there are two possible answers for things, and remind students that there may be more than one correct answer. Ask the students to complete the rest of the sentences in pairs.

**3** Invite different students to read out the completed sentences for the rest of the class to check that the correct relative pronoun has been used.

***Answers:***

2 which/that
3 which/that
4 who
5 where
6 which/that

### 3 Complete the sentences in as many different ways as you can

**1** Ask two students to read out the sentences shown in the speech bubbles. Invite some alternative ideas for completing the sentences.

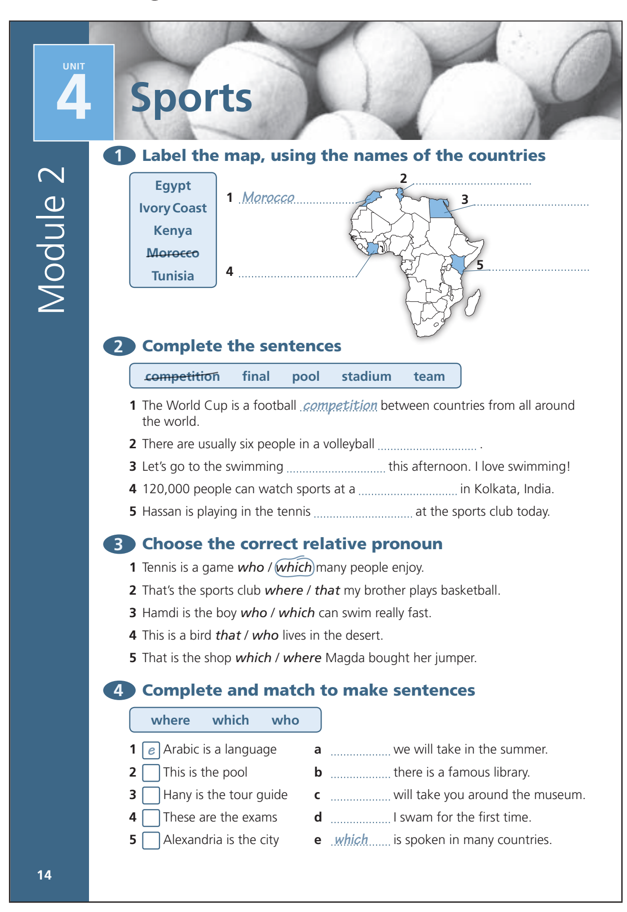
**2** The students then work in small groups to complete the sentences. Encourage each person in the group to complete each sentence in a different way. Go round and monitor while they are working, helping where necessary.

**3** Invite different students to complete the sentences for the class.

***Suggested answers:***

2 that many people play/which I like very much.
3 who always helps you/who is always friendly and kind to you.
4 where I live/where I was born.
5 which I enjoy/which we have every day.

## WB Page 14



UNIT 4 **Sports**

Module 2

**1 Label the map, using the names of the countries**

Egypt
Ivory Coast
Kenya
~~Morocco~~
Tunisia

1 *Morocco* ....
2 ....
3 ....
4 ....
5 ....

**2 Complete the sentences**

~~competition~~ final pool stadium team

1 The World Cup is a football *competition* between countries from all around the world.
2 There are usually six people in a volleyball .... .
3 Let's go to the swimming .... this afternoon. I love swimming!
4 120,000 people can watch sports at a .... in Kolkata, India.
5 Hassan is playing in the tennis .... at the sports club today.

**3 Choose the correct relative pronoun**

1 Tennis is a game *who* / *which* many people enjoy.
2 That's the sports club *where* / *that* my brother plays basketball.
3 Hamdi is the boy *who* / *which* can swim really fast.
4 This is a bird *that* / *who* lives in the desert.
5 That is the shop *which* / *where* Magda bought her jumper.

**4 Complete and match to make sentences**

where which who

1 [e] Arabic is a language — a .... we will take in the summer.
2 [ ] This is the pool — b .... there is a famous library.
3 [ ] Hany is the tour guide — c .... will take you around the museum.
4 [ ] These are the exams — d .... I swam for the first time.
5 [ ] Alexandria is the city — e *which* is spoken in many countries.

14

### 1 Label the map, using the names of the countries

1 Ask the students to look at the map and name the countries if they can.

2 Then ask them to read the list of countries in the box and to label the map.

3 Check the answers as a whole class.

***Answers:***

| | |
|---|---|
| 2 Tunisia | 3 Egypt |
| 4 Ivory Coast | 5 Kenya |

### 2 Complete the sentences

1 Elicit words connected to sports that the students have learned so far in the unit.

2 Then ask them to read the example answer and explain that they have to complete the rest of the sentences with the words in the box.

3 Invite different students to read out the completed sentences.

***Answers:***

| | |
|---|---|
| 2 team | 3 pool |
| 4 stadium | 5 final |

### 3 Choose the correct relative pronoun

1 Elicit each of the relative pronouns (*who, which/that, where*) and when they are used.

2 The students then work in pairs to complete the exercise, as in the example.

3 Invite different students to read out the sentences.

***Answers:***

| | |
|---|---|
| 2 where | 3 who |
| 4 that | 5 where |

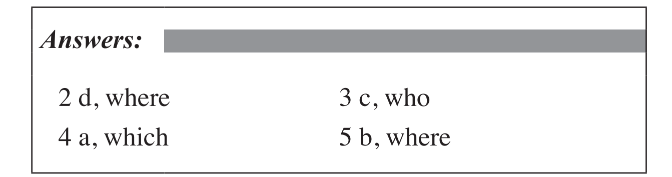
### 4 Complete and match to make sentences

1 Ask the students to read the example and then work in pairs to complete and match the rest of the sentence halves.

2 Invite different students to read out the full sentences.

***Answers:***

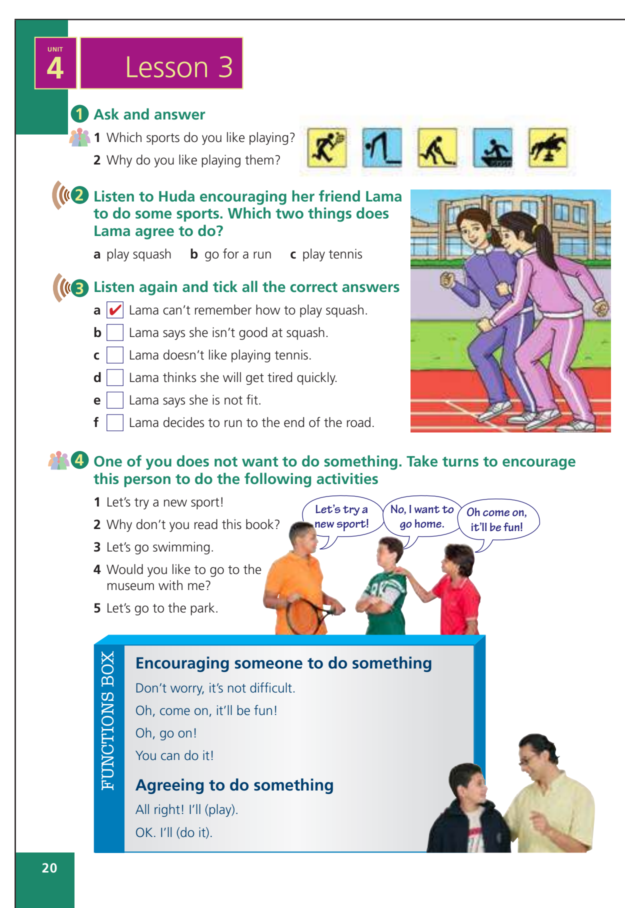
| | |
|---|---|
| 2 d, where | 3 c, who |
| 4 a, which | 5 b, where |




## Outcomes

- To ask and answer about sports
- To listen to someone trying to encourage a friend to do something
- To use phrases for encouraging someone to do something and agreeing to do something

## SB Page 20



UNIT 4 Lesson 3

**1 Ask and answer**

1 Which sports do you like playing?
2 Why do you like playing them?

**2 Listen to Huda encouraging her friend Lama to do some sports. Which two things does Lama agree to do?**

a play squash   b go for a run   c play tennis

**3 Listen again and tick all the correct answers**

a ✓ Lama can't remember how to play squash.
b Lama says she isn't good at squash.
c Lama doesn't like playing tennis.
d Lama thinks she will get tired quickly.
e Lama says she is not fit.
f Lama decides to run to the end of the road.

**4 One of you does not want to do something. Take turns to encourage this person to do the following activities**

1 Let's try a new sport!
2 Why don't you read this book?
3 Let's go swimming.
4 Would you like to go to the museum with me?
5 Let's go to the park.



FUNCTIONS BOX

**Encouraging someone to do something**
Don't worry, it's not difficult.
Oh, come on, it'll be fun!
Oh, go on!
You can do it!

**Agreeing to do something**
All right! I'll (play).
OK. I'll (do it).

20

### 1 Ask and answer

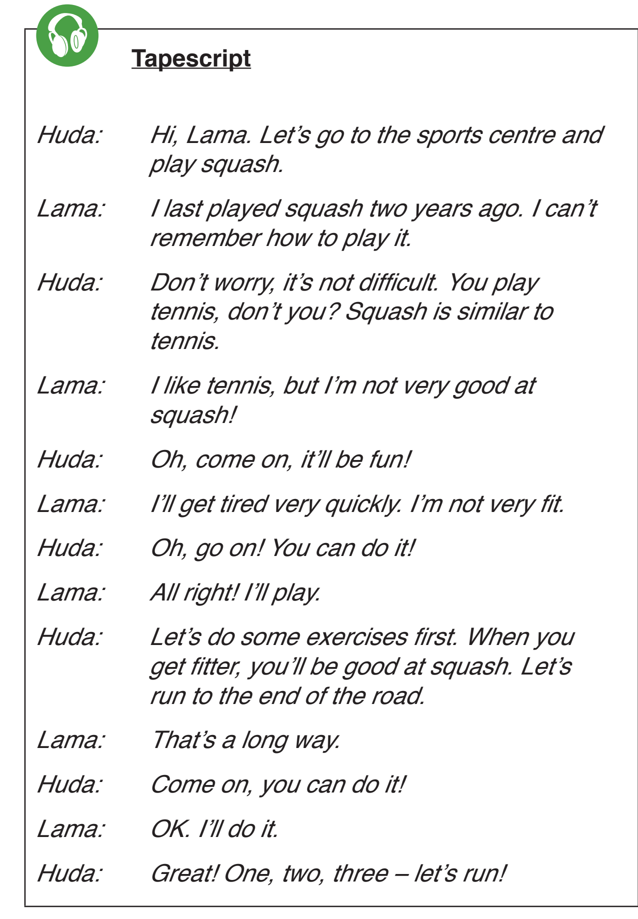
1. Ask the students to read the questions and discuss them in small groups.
2. Go round and monitor while they are working, helping where necessary. Then invite different students to tell the rest of the class about a member of their group.

***Answers:***

Students' own answers

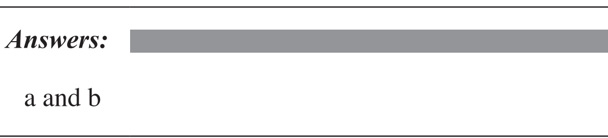
### 2 Listen to Huda encouraging her friend Lama to do some sports. Which two things does Lama agree to do?

1. Tell the students that they are going to listen to the two friends in the picture, Huda and Lama, talking about sports. Ask what *encourage* means (*to try to get someone to do something*).
2. Ask the students to read options a–c and tell them that they will hear two of them in the recording.
3. Play the recording for the students to listen and check. Then check the answer as a whole class.
4. Ask the students whether they do any of the sports in the options and what they like about them.



**Tapescript**

*Huda:* *Hi, Lama. Let's go to the sports centre and play squash.*
*Lama:* *I last played squash two years ago. I can't remember how to play it.*
*Huda:* *Don't worry, it's not difficult. You play tennis, don't you? Squash is similar to tennis.*
*Lama:* *I like tennis, but I'm not very good at squash!*
*Huda:* *Oh, come on, it'll be fun!*
*Lama:* *I'll get tired very quickly. I'm not very fit.*
*Huda:* *Oh, go on! You can do it!*
*Lama:* *All right! I'll play.*
*Huda:* *Let's do some exercises first. When you get fitter, you'll be good at squash. Let's run to the end of the road.*
*Lama:* *That's a long way.*
*Huda:* *Come on, you can do it!*
*Lama:* *OK. I'll do it.*
*Huda:* *Great! One, two, three – let's run!*



***Answers:***

a and b

### 3 Listen again and tick all the correct answers

1. Ask the students to read the sentences and work in pairs to decide from memory which sentences are correct.
2. Then ask them to listen to the recording again and check their answers.
3. Check the answers as a whole class.
4. Ask the students whether they sometimes feel like Lama. Ask how they could enjoy sports more.

***Answers:***

| | |
|---|---|
| b ✓ | d ✓ |
| e ✓ | f ✓ |

**4 One of you does not want to do something. Take turns to encourage this person to do the following activities**

1 Ask the students to read the examples in the speech bubbles. Ask what the three children are doing. (*The children on the left and right are trying to persuade the child in the middle to do something*.)

2 Ask the students to read the phrases in the Functions box.

3 Then ask them to read the suggestions 1–5 and explain that they are going to encourage one of their group to do them. The students work in groups of three, taking turns to encourage and to agree or disagree to do something.

4 Invite groups of students to hold mini-dialogues for the rest of the class to listen and say which phrases they used.

***Answers:***

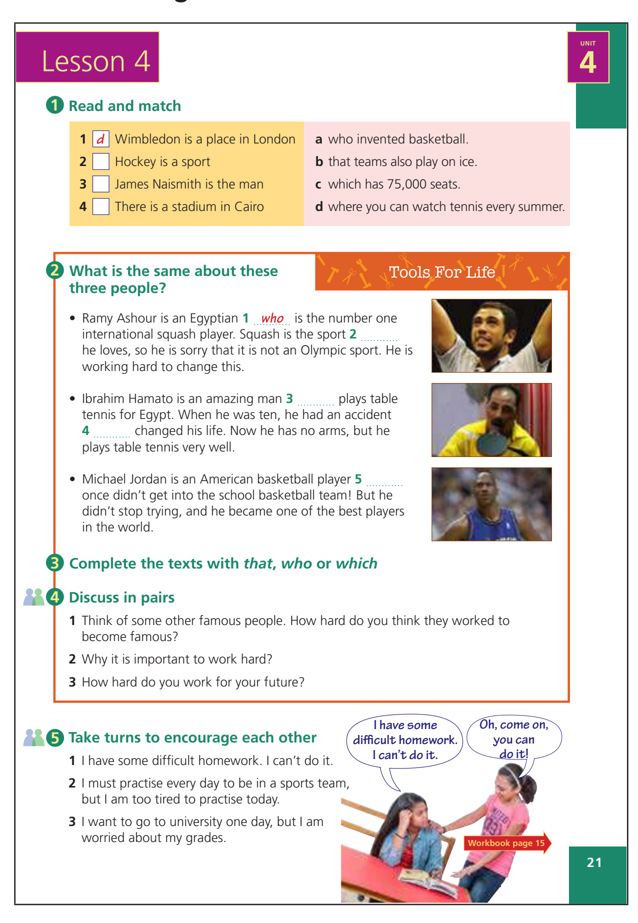
Students' own answers

## LESSON 4 SB page 21 WB page 15

### Outcomes

- To read about sportspeople who work hard
- To discuss why it is important to work hard
- To learn how to encourage someone

**SB Page 21**



Lesson 4

UNIT 4

**1 Read and match**

| | |
|---|---|
| 1 *d* Wimbledon is a place in London | a who invented basketball. |
| 2 Hockey is a sport | b that teams also play on ice. |
| 3 James Naismith is the man | c which has 75,000 seats. |
| 4 There is a stadium in Cairo | d where you can watch tennis every summer. |

**2 What is the same about these three people?**

Tools For Life

- Ramy Ashour is an Egyptian 1 *who* is the number one international squash player. Squash is the sport 2 .......... he loves, so he is sorry that it is not an Olympic sport. He is working hard to change this.
- Ibrahim Hamato is an amazing man 3 .......... plays table tennis for Egypt. When he was ten, he had an accident 4 .......... changed his life. Now he has no arms, but he plays table tennis very well.
- Michael Jordan is an American basketball player 5 .......... once didn't get into the school basketball team! But he didn't stop trying, and he became one of the best players in the world.

**3 Complete the texts with *that*, *who* or *which***

**4 Discuss in pairs**

1 Think of some other famous people. How hard do you think they worked to become famous?

2 Why it is important to work hard?

3 How hard do you work for your future?

**5 Take turns to encourage each other**

1 I have some difficult homework. I can't do it.

2 I must practise every day to be in a sports team, but I am too tired to practise today.

3 I want to go to university one day, but I am worried about my grades.



21

## 1 Read and match

1 Ask the students to look at the halves of the sentences on the left. Ask what they know about Wimbledon, hockey, James Naismith and the stadium in Cairo.

2 They then work in pairs to match the sentence halves.

3 Invite different students to read out the full sentences.

***Answers:***

| | | |
|---|---|---|
| 2 b | 3 a | 4 c |

## 2 What is the same about these three people?

1 Ask the students to look at the pictures and ask if they know who the people are and what links them. (*Ramy Ashour, Ibrahim Hamato and Michael Jordan; they are all sportspeople who work hard*.)

2 Ask them to read the three texts and answer the question. Then check the answer as a class.

**Answers:**

They have all worked hard to be successful.

### 3 Complete the texts with *that, who* or *which*

1 Ask the students to look at the example and elicit what kind of words they think will go in the gaps (*relative pronouns*).

2 The students complete the exercise in pairs. Then check the answers as a whole class.

3 Ask the students what they found interesting about each of the texts and whether they would like to be a professional sportsperson.

**Answers:**

| | |
|---|---|
| 2 which/that | 3 who |
| 4 which/that | 5 who |

### 4 Discuss in pairs

1 Ask *Do you work hard? When do you work hard?* and invite the students to share their experiences.

2 The students then work in pairs to discuss the questions.

3 Then hold a brief class discussion about the importance of working hard.

**Answers:**

Students' own answers

### 5 Take turns to encourage each other

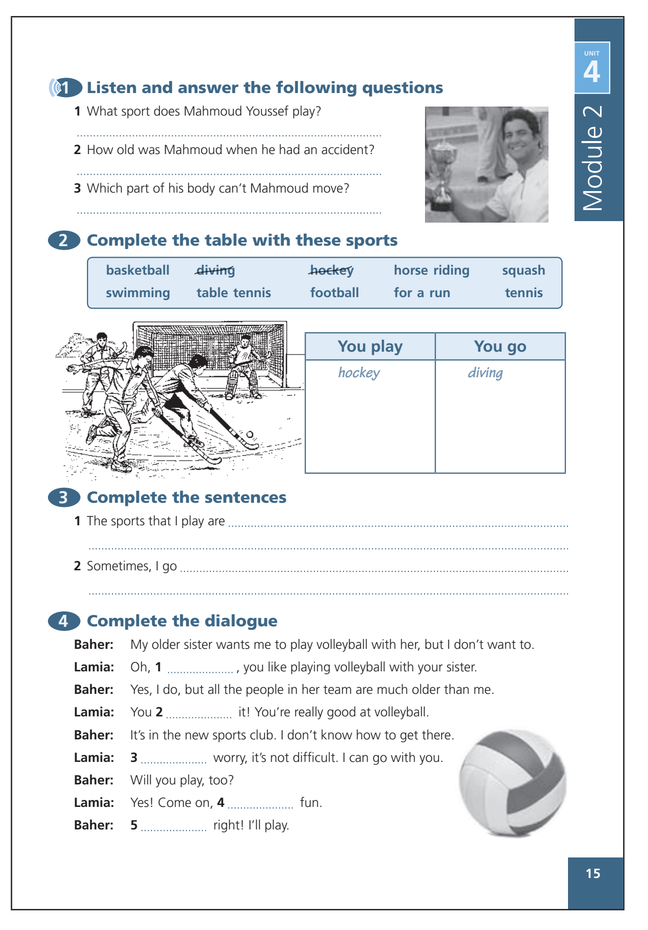
1 Ask two students to read out the sentences shown in the speech bubbles. Say *You can do it!* with positive intonation for the students to copy.

2 The students then take turns to encourage each other, reading out one of the statements and replying with one of the phrases for encouraging someone to do something from the Functions box on Student's Book page 20.

**Answers:**

Students' own answers

## WB Page 15



UNIT 4 Module 2

**1 Listen and answer the following questions**

1 What sport does Mahmoud Youssef play?
.................................
2 How old was Mahmoud when he had an accident?
.................................
3 Which part of his body can't Mahmoud move?
.................................

**2 Complete the table with these sports**

basketball ~~diving~~ ~~hockey~~ horse riding squash swimming table tennis football for a run tennis

| You play | You go |
|---|---|
| *hockey* | *diving* |

**3 Complete the sentences**

1 The sports that I play are .................................
2 Sometimes, I go .................................

**4 Complete the dialogue**

**Baher:** My older sister wants me to play volleyball with her, but I don't want to.
**Lamia:** Oh, **1** .................. , you like playing volleyball with your sister.
**Baher:** Yes, I do, but all the people in her team are much older than me.
**Lamia:** You **2** .................. it! You're really good at volleyball.
**Baher:** It's in the new sports club. I don't know how to get there.
**Lamia:** **3** .................. worry, it's not difficult. I can go with you.
**Baher:** Will you play, too?
**Lamia:** Yes! Come on, **4** .................. fun.
**Baher:** **5** .................. right! I'll play.

15

### 1 Listen and answer the following questions

1 Ask the students to look at the picture and guess which sport Mahmoud Youssef plays.

2 Then ask them to read the questions and explain that they have to listen and write the answers.

3 Play the recording while the students listen and write their answers.

4 Check the answers by asking the questions and inviting different students to answer.

**Tapescript**

Boy 1: *Mahmoud Youssef's amazing! He had an accident when he was twenty. He can't move his legs, but he plays tennis very well in a chair.*

**Answers:**

| | | |
|---|---|---|
| 1 tennis | 2 twenty | 3 his legs |

## 2 Complete the table with these sports

1 Ask the students to look at the picture and elicit the sport (*hockey*). Then elicit the other sports that the students have learned in the unit so far.

2 Write the headings from the table in exercise 2 on the board and invite different students to come to the front and add the sports from the box to the correct column. The rest of the class should decide whether it is right or not.

3 Ask the students what they notice about the sports in the left-hand column (*they are all played with a ball*) and the sports in the right-hand column (*many of them end in* -ing).

***Answers:***

| You play | You go |
|---|---|
| basketball<br>squash<br>table tennis<br>football<br>tennis | horse riding<br>swimming<br>for a run |

## 3 Complete the sentences

1 Elicit some ideas from different students for completing the sentences.

2 The students then complete the sentences individually and compare answers in pairs.

3 Invite different students to read out their sentences for the rest of the class to say what it is they like about the sports they do.

***Suggested answers:***

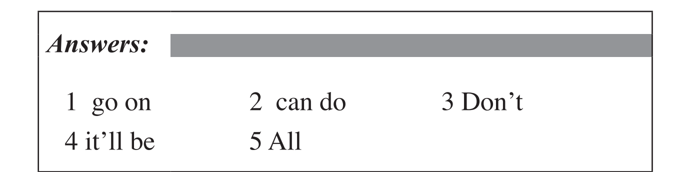
1 tennis and volleyball.
2 swimming and for a run.

## 4 Complete the dialogue

1 Ask the students to look at the picture and elicit the sport (*volleyball*).

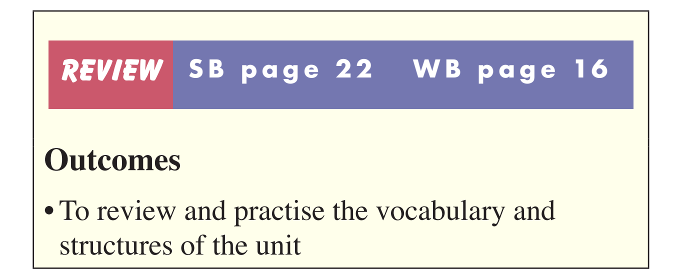
2 Ask the students to read the dialogue and say what is happening. (*Two friends are talking about sports. Lamia is encouraging Baher to go and play volleyball with her sister.*)

3 They then complete the dialogue in pairs. Check the answers as a whole class and then ask two students to read out the whole dialogue.



***Answers:***

1 go on 2 can do 3 Don't
4 it'll be 5 All



**REVIEW** SB page 22 WB page 16

### Outcomes

• To review and practise the vocabulary and structures of the unit

**Before using the book:**

• Write **Sports** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.

• Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

**SB Page 22**

UNIT 4 Review

Now you can ...

• use words to talk about sports

1 Match the words and the pictures

d diving
hockey
horse riding
squash
table tennis

• use defining relative clauses/pronouns

2 Rewrite the sentences to have the same meaning, using a relative pronoun

1 This is my cousin. My cousin lives in Kenya. *This is my cousin who lives in Kenya.*
2 This is the restaurant. We had lunch in the restaurant. ..........
3 This is the new book. I bought it yesterday. ..........
4 Dina is a girl. She always does very well in exams. ..........
5 I can't find a magazine. I was reading it a few minutes ago. ..........

• use phrases to encourage someone

3 Complete the mini-dialogues

can come difficult on ~~worry~~

**Mazin:** I want to learn to play table tennis, but I don't think I will be good at it.
**Salem:** Don't 1 *worry*, it's not 2 ..........

**Ola:** I wrote a story, but I am worried that people won't like it.
**Riham:** Oh, go 3 .......... ! Read it to me! I like your stories.

**Nader:** This maths homework is very difficult.
**Magdi:** 4 .......... on, you 5 .......... do it! I'll help you.

**Dictionary skills**

Write these words in the correct alphabetical order. Look at the first letter, then look at the second letter of each word. Which word comes after *table*?

timetable traveller table tower turn team

*table*, .........., .........., .........., .........., ..........

Workbook page 16

22

## 1 Match the words and the pictures

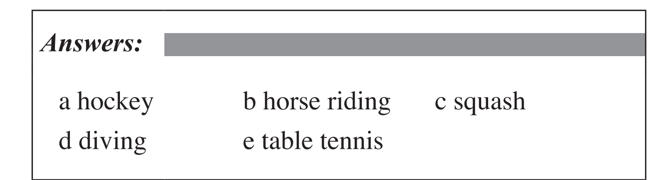
1 Elicit the sports the students know and the verbs which they are used with (*play* or *go*).

2 Ask the students to look at the pictures and say what the items are (*a = a hockey ball and stick, b = a riding hat, c = a squash racket and ball, d = a diving board, e = a table tennis bat and ball*).

3 The students then match the sports in the box with the pictures.

4 Check the answers as a whole class.

5 Ask the students whether they have ever done any of the sports and whether they would like to try them.



***Answers:***

a hockey b horse riding c squash
d diving e table tennis

### 2 Rewrite the sentences to have the same meaning, using a relative pronoun

1 Elicit the relative pronouns and when they are used (*where = place, which = thing, that = thing, who = person. They tell us which noun we are talking about.*).

2 Ask the students to read the example and explain that they have to rewrite the sentences to include a relative pronoun. Go through the rest of the sentences and elicit the noun that is being talked about (*1 = my cousin, 2 = the café, 3 = the new book, 4 = Dina/a girl, 5 = a magazine*).

3 The students then work in pairs to rewrite the sentences. Then invite different students to read them out.

***Answers:***

2 This is the café where we had lunch.
3 This is the new book which/that I bought yesterday.
4 Dina is a girl who always does very well in exams.
5 I can't find a magazine which/that I was reading a few minutes ago.

### 3 Complete the mini-dialogues

1 Elicit the phrases for encouraging someone and agreeing to do something.

2 Then ask the students to read through the dialogues and choose the words in the box which fit the gaps. The students do this individually and then check their answers in pairs.

3 Invite pairs of students to read out the dialogues.

***Answers:***

2 difficult 3 on 4 Come 5 can

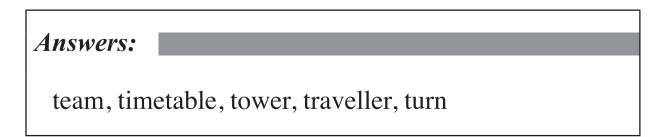
### Dictionary skills

1 Elicit the uses of a dictionary (*to check spellings and meanings of words*).

2 Ask the students to read the information and explain that when putting words in order which begin with the same letter, it is necessary to look at the second letter and put these in order.

3 Students complete the task.

4 Check the answers as a class.



***Answers:***

team, timetable, tower, traveller, turn

### WB Page 16

UNIT 4
Module 2

**1 Listen and choose the correct answer from a, b, c or d**

1 Lina can't remember how to play ..........
a football b volleyball c basketball d handball
2 Diana is trying to .......... Lina to play a sport.
a encourage b agree c describe d teach
3 Lina tells Diana that she is not ..........
a fit b afraid c tired d good at sport

**2 Write these words in the correct alphabetical order**

stairs ~~site~~ speak skeleton squash slowly

site ..........

**3 Read and match**

diving football ~~tennis~~ basketball horse riding

1 It's a sport which you play with a racket and a ball. tennis
2 People who play this game are usually very tall. ..........
3 People who do this sport usually like animals. ..........
4 People who do this sport like high places and water! ..........
5 It's a very popular sport which can be played anywhere with a ball. ..........

**4 Write a description of sports or objects**

• Think of four or five sports or things.
• Describe them using defining relative clauses, without naming the sports or things.
Read your descriptions to your partner. Can they guess the sports or things correctly?

16

### 1 Listen and choose the correct answer from a, b, c or d

**1** Ask the students to read the sentences and options. Explain that they are going to listen to Lina and Diana and choose the correct options.

**2** Play the recording while the students complete the task.

**3** Check the answers as a whole class.

**Tapescript**

*Diana:* *Lina, let's go and play volleyball.*
*Lina:* *I can't remember how to play it, Diana.*
*Diana:* *Oh, come on, it'll be fun!*
*Lina:* *I'll get tired. I'm not very fit.*

***Answers:***

1 b 2 a 3 a

### 2 Write these words in the correct alphabetical order

**1** Ask the students to read the words in the box and elicit the meanings.

**2** Ask them how they should decide which order the words should go in (*they need to look at the second letter, as the words all begin with* s).

**3** The students then complete the exercise individually, before checking their answers with a partner. Check the answers as a whole class.

***Answers:***

skeleton, slowly, speak, squash, stairs

### 3 Read and match

**1** Ask the students to look at the picture below exercise 3 and elicit the sport (*football*).

**2** Ask the students to look at the words in the box and read the example.

**3** The students then complete the exercise individually and check their answers with a partner.

**4** Check the answers as a whole class.

***Answers:***

2 basketball 3 horse riding
4 diving 5 football

### 4 Write a description of sports or objects

**1** Elicit sports and objects used for sports. Write a list on the board and ask each student in the class to choose four or five to write about.

**2** Describe an object or sport for the students to guess, using a relative clause, for example, *This is something which you wear when you do horse riding*. (*riding hat*).

**3** Tell the students that they are going to write similar descriptions for their chosen sports or objects. Remind them not to use the word of the sport, as their partner will have to guess later.

**4** The students then write their descriptions. They should write their answer in their notebooks. Go round and monitor while they are working, helping where necessary.

**5** The students then work in pairs to read out their descriptions and guess their partner's sports and objects. Then invite different students to read out their descriptions for the rest of the class to guess.

***Answers:***

Students' own answers

# Assessment

## Speaking task

***Outcome: to talk about sports***

Say the following phrases for the students to respond appropriately to by encouraging or agreeing:

*Let's go running! Why don't we do our homework before dinner? Would you like to go swimming with me? Let's go shopping. Why don't we go to the café for lunch? Let's play football!*

Assess the students on their usage of appropriate responses.

## Reading task

***Outcome: to understand a text about Cairo International Stadium***

Use SB page 18, exercises 2 and 3 text

Write the following statements on the board:

**1 Cairo International Stadium is in the northwest of Cairo. 2 The Africa Cup of Nations was played at the stadium in 2006. 3 Sixteen sports are played at the stadium. 4 Cairo International Stadium is the home of Egyptian football. 5 It is possible to watch swimming and horse riding at the stadium**.

Students read the text again and decide whether the statements are true or false.

## Writing task

***Outcome: to use defining relative clauses***

Students write three sentences about a person, a place and a thing/animal, using defining relative clauses. Provide prompts if necessary, e.g. *my brother/sister/ friend, my home, my favourite sport*.

## Listening task

***Outcome: to understand a conversation about doing sport***

Use the tapescript for SB page 20, exercises 2 and 3

Write the following questions on the board:

**1 Does Lama want to play squash? 2 Why not?**

**3 Is Lama fit? 4 What are they going to do first?**

**5 Is Huda encouraging to her friend?**

Play the recording for the students to answer the questions.

UNIT

# 5 People who we admire

**SB pages 23–27 WB pages 17–19**

## Objectives

**Grammar**

The present perfect tense

**Reading**

Reading about heroes

**Listening**

Listening to a conversation about someone's experiences

**Speaking**

Greeting and introducing someone

**Writing**

Writing about a famous person

## LESSON 1 SB page 23

### Outcomes

- To talk about people you admire
- To read about heroes and answer questions
- To carry out an internet search about Dr Rania Elwani's life

**Before using the book:**

- Write the title of the unit **People who we admire** on the board and ask the students to work in small groups and brainstorm a list of kinds of people who other people admire, for example, firefighters or doctors.
- Ask the groups to share their ideas with the rest of the class and hold a short discussion about why people admire them, for example, because they are brave or very clever.

SB Page 23

People who we admire

UNIT 5

Lesson 1

OBJECTIVES
- Grammar The present perfect tense
- Reading Reading about heroes
- Listening Listening to a conversation about someone's experiences
- Speaking Greeting and introducing someone
- Writing Writing about a famous person

1 Ask and answer

a b

1 Which people do you admire? Why?
2 Can you match these words with the two pictures above?

b degree □ graduate □ medal □ prize

2 Read the blogs about Salma's and Tarek's heroes. What is similar about the people?
a They are both sportspeople.
b They both went to university.

My Hero

Home About Older posts

My hero, Yasser, is 22. He always wanted to be an engineer. However, when he was twelve, he had a car accident and he couldn't walk again. Life was difficult for Yasser at first, but he worked hard and became the best student in his class. When he finished school, he went to university and got a degree. Now Yasser has become an engineer.

Has life been easy for Yasser? No, it hasn't. Yasser hasn't won prizes and people haven't written about him in the newspaper. But he has taught me that with hard work, you can be successful.

Tarek

Rania Elwani

Home About Older posts

Rania Elwani is one of the world's fastest swimmers. She started swimming when she was 13 and won 77 medals in swimming competitions. She has stopped swimming and has become a university graduate, with a degree in medicine.

Now she has a busy life as a doctor. She also works hard to help sports in Egypt. In 2005, she opened a swimming school for young swimmers who want to be in the Olympics. Elwani has taught us that you can do well at lots of things if you want to.

Salma

3 Answer the questions
1 Why can't Yasser walk?
2 Why does Tarek admire Yasser?
3 What did Rania Elwani win for swimming?
4 When did she start a swimming school?

Internet search

Find out two more facts about Rania Elwani's life.

23

### 1 Ask and answer

1. Draw attention to the Objectives box on page 23, which refers to the objectives of the unit, and explain in Arabic if necessary.
2. Now put the students into small groups and ask them to discuss the first question.
3. Invite them to share their ideas with the rest of the class (encouraging them to give the names of people they admire). Ask them to give reasons for their answers.
4. Now ask the groups to look at the pictures and match them with the words in the box in question 2. Then check the answers as a whole class, drilling pronunciation.
5. Ask *Do you know anyone who has a degree? Do you know anyone who has a medal? Have you ever won a prize?*

***Answers:***

1 Students' own answers

2 Picture a: medal, prize

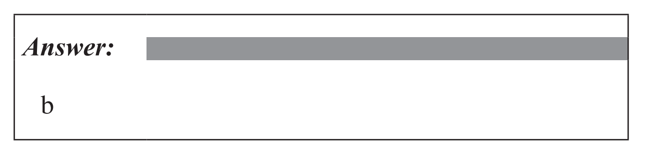
Picture b: degree, graduate

## 2 Read the blogs about Salma's and Tarek's heroes. What is similar about the people?

1 Ask the students to read the question in the rubric and predict what might be similar about the two heroes.

2 Then ask the students to read the texts quickly to find the answer. Tell them not to worry about any words they don't know at this point.

3 Check the answer as a whole class. Ask *Have you heard of Rania Elwani?*



***Answer:***

b

## 3 Answer the questions

1 Ask the students to read the questions and work in pairs to try to answer them without referring to the text.

2 The students then read the text again to check their ideas. Check the answers as a whole class and check the meaning of any unknown vocabulary.

3 Ask the students which of the heroes they admire most, and why.

***Answers:***

1 He had a car accident when he was twelve.
2 Because he has taught him that, with hard work, you can be successful.
3 She won 77 medals in swimming competitions.
4 in 2005

## Internet search

1 Ask the students what else they know about Dr Rania Elwani. Tell them that they are going to find out more about her.

2 Ask them to look at the Internet search box. Brainstorm some facts that the students would like to find out about Rania, for example, where she's from, why she started swimming, which competitions she won.

3 The students then work in pairs to carry out an internet search to find out more about Dr Elwani.

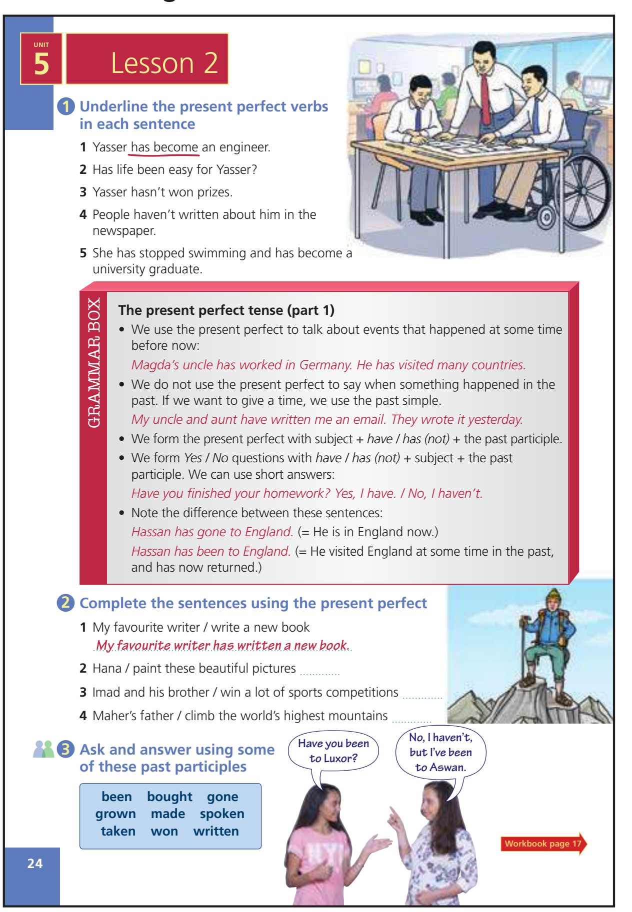
4 Invite different students to report back their findings to the class.

## LESSON 2 SB page 24 WB page 17

### Outcomes

- To use the present perfect
- To ask and answer questions about events in the past

### SB Page 24



UNIT 5 Lesson 2

1 Underline the present perfect verbs in each sentence

1 Yasser has become an engineer.
2 Has life been easy for Yasser?
3 Yasser hasn't won prizes.
4 People haven't written about him in the newspaper.
5 She has stopped swimming and has become a university graduate.

GRAMMAR BOX

The present perfect tense (part 1)

- We use the present perfect to talk about events that happened at some time before now:
  *Magda's uncle has worked in Germany. He has visited many countries.*
- We do not use the present perfect to say when something happened in the past. If we want to give a time, we use the past simple.
  *My uncle and aunt have written me an email. They wrote it yesterday.*
- We form the present perfect with subject + *have / has (not)* + the past participle.
- We form *Yes / No* questions with *have / has (not)* + subject + the past participle. We can use short answers:
  *Have you finished your homework? Yes, I have. / No, I haven't.*
- Note the difference between these sentences:
  *Hassan has gone to England.* (= He is in England now.)
  *Hassan has been to England.* (= He visited England at some time in the past, and has now returned.)

2 Complete the sentences using the present perfect

1 My favourite writer / write a new book
*My favourite writer has written a new book.*
2 Hana / paint these beautiful pictures ..........
3 Imad and his brother / win a lot of sports competitions ..........
4 Maher's father / climb the world's highest mountains ..........

3 Ask and answer using some of these past participles

been bought gone
grown made spoken
taken won written



Workbook page 17

24

## 1 Underline the present perfect verbs in each sentence

1 Ask the students to look at the picture and say what they can see (*Yasser, the man in the wheelchair, is at his office*).

2 Then ask them to read the example sentence and look at the underlined words. Elicit the form of the verbs (*present simple of* have + *past participle*) and write the affirmative form of the present perfect on the board.

3 Ask the students to copy the other sentences into their notebooks and underline the verbs.

4 Invite different students to say which words they underlined. Elicit the negative and question forms of the present perfect and add them to the

board (have/has + not + *past participle;* have/has + *subject* + *past participle*).

**5** Ask the students to look at the first sentence again and ask *When did this happen?* to elicit that it happened before now, but we don't know exactly when. Repeat the question for the rest of the sentences (*they refer to the time before now*).

**6** Ask the students to read the first point in the Grammar box. Ask which of the sentences in exercise 1 follow this rule (*all of them*).

**7** Then ask them to read the second point and elicit some time references to be used with the past simple (*a week ago, last night, yesterday morning, in 2010,* etc.).

**8** The students then read the third and fourth points and identify the sentences in exercise 1 which match the rules (*sentences 3 and 4 are negative, sentence 2 is a question*).

**9** Ask the students to read the final point and invite them to make two sentences of their own in pairs. Ask them to read them out for the rest of the class.

***Answers:***

2 Has life been easy for Yasser?
3 Yasser hasn't won prizes.
4 People haven't written about him in the newspaper.
5 She has stopped swimming now and has become a university graduate.

**2 Complete the sentences using the present perfect**

**1** Ask the students to look at the picture and say where the man is (*on top of a mountain*).

**2** Ask the students to read the example sentence. Ask which tense the verbs are in the example answer (*present perfect*). Ask why the present perfect is used (*because we know this is a time before now, but we don't know exactly when*).

**3** The students then construct the rest of the sentences using the prompts, as in the example. Go round and monitor while they are working, helping where necessary.

**4** Invite different students to read out the sentences for the rest of the class to listen and check that the present perfect has been used correctly.

***Answers:***

2 Hana has painted these beautiful pictures.
3 Imad and his brother have won a lot of sports competitions.
4 Maher's father has climbed the world's highest mountains.

**3 Ask and answer using some of these past participles**

**1** Ask two students to read out the question and answer shown in the speech bubbles and elicit the infinitives of the past participle forms in the box (*be – been, buy – bought, go – gone, grow – grown, make – made, speak – spoken, take – taken, win – won, write – written*).

**2** The students then work in small groups to ask and answer questions using the past participles to form the present perfect tense. Go round and monitor while they are working, helping where necessary.

**3** Invite pairs of students to ask and answer questions for the rest of the class to listen.

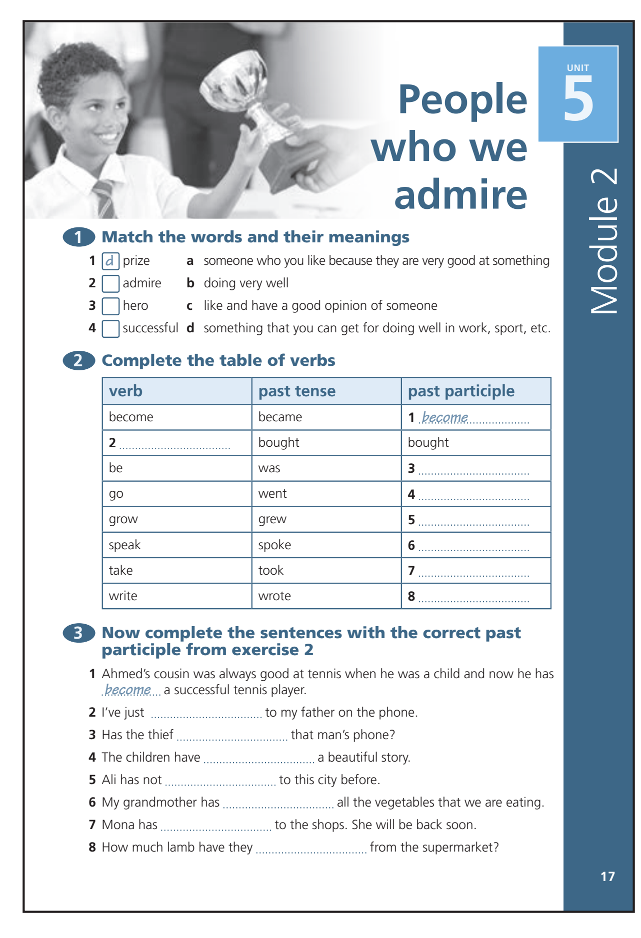
**4** Play a game of Pairs. The students can prepare this game themselves in class. Ask them to write pairs of verbs in the past simple form and past participle form on small cards (they could use the verbs in exercise 3 for this, or any from the list on WB page 40). They should make cards for no more than ten pairs.

**5** The students work in small groups with one set of cards per group. They place them face down on the table and take turns to turn a card over. They must then say the correct past simple/past participle form of the verb and then turn over another card. If the cards match, they keep them. If they don't, they must turn them back over and the next student takes a turn. The winner is the student with the most pairs of cards at the end of the game.

***Answers:***

Students' own answers

✎ **WB Page 17**



UNIT 5

# People who we admire

Module 2

**1 Match the words and their meanings**

1 [d] prize — a someone who you like because they are very good at something
2 [ ] admire — b doing very well
3 [ ] hero — c like and have a good opinion of someone
4 [ ] successful — d something that you can get for doing well in work, sport, etc.

**2 Complete the table of verbs**

| verb | past tense | past participle |
|---|---|---|
| become | became | 1 *become* |
| 2 ........ | bought | bought |
| be | was | 3 ........ |
| go | went | 4 ........ |
| grow | grew | 5 ........ |
| speak | spoke | 6 ........ |
| take | took | 7 ........ |
| write | wrote | 8 ........ |

**3 Now complete the sentences with the correct past participle from exercise 2**

1 Ahmed's cousin was always good at tennis when he was a child and now he has *become* a successful tennis player.
2 I've just ........ to my father on the phone.
3 Has the thief ........ that man's phone?
4 The children have ........ a beautiful story.
5 Ali has not ........ to this city before.
6 My grandmother has ........ all the vegetables that we are eating.
7 Mona has ........ to the shops. She will be back soon.
8 How much lamb have they ........ from the supermarket?

17

## 1 Match the words and their meanings

1 Ask the students to say any new vocabulary they have learned related to heroes.

2 Then ask them to read the example answer in exercise 1 and explain that they have to match the words and their meanings.

3 The students complete the exercise in pairs. Then check the answers as a whole class.

***Answers:***

2 c  3 a  4 b

## 2 Complete the table of verbs

1 Ask the students to look at the table and tell them that they have to complete it with the correct forms of the verbs.

2 The students work in pairs to complete the table. While they are working, write the table on the board.

3 Check the answers by inviting different students to come to the board and write the verb forms in the appropriate place in the table.

***Answers:***

2 buy  3 been  4 gone
5 grown  6 spoken  7 taken
8 written

## 3 Now complete the sentences with the correct past participle from exercise 2

1 Ask the students to read the example sentence and explain that they have to complete the sentences with a suitable verb from the table in exercise 2.

2 The students complete the exercise in pairs. Then invite different students to read out the sentences.

***Answers:***

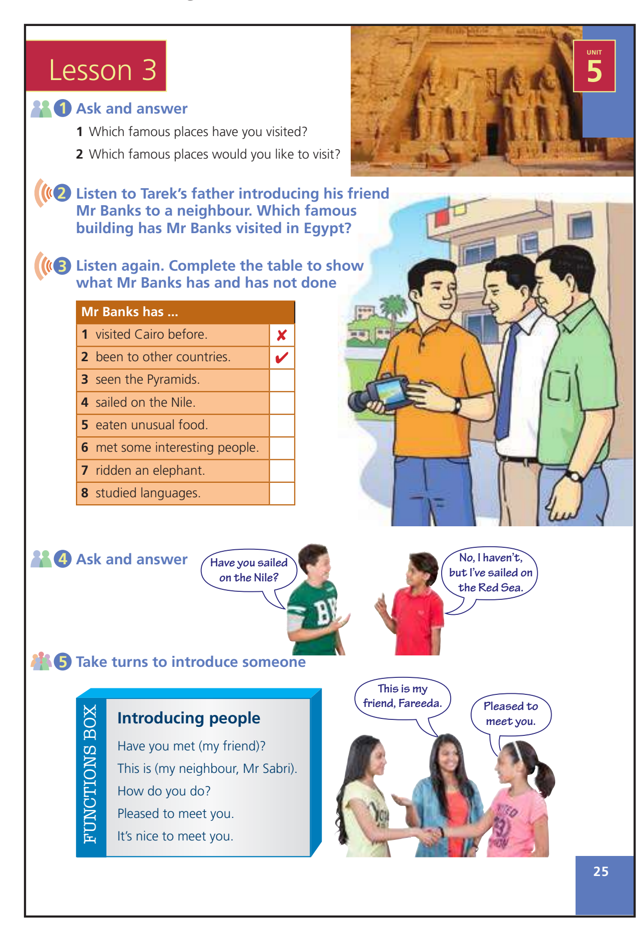
2 spoken  3 taken  4 written
5 been  6 grown  7 gone
8 bought

## LESSON 3 SB page 25

### Outcomes

- To ask and answer about famous places you have visited
- To listen to somebody talking about things they have or have not done
- To ask and answer about things you have or have not done
- To learn phrases for introducing people

## SB Page 25



Lesson 3

UNIT 5

1 Ask and answer

1 Which famous places have you visited?

2 Which famous places would you like to visit?

2 Listen to Tarek's father introducing his friend Mr Banks to a neighbour. Which famous building has Mr Banks visited in Egypt?

3 Listen again. Complete the table to show what Mr Banks has and has not done

| Mr Banks has ... | |
|---|---|
| 1 visited Cairo before. | ✘ |
| 2 been to other countries. | ✔ |
| 3 seen the Pyramids. | |
| 4 sailed on the Nile. | |
| 5 eaten unusual food. | |
| 6 met some interesting people. | |
| 7 ridden an elephant. | |
| 8 studied languages. | |

4 Ask and answer



5 Take turns to introduce someone

FUNCTIONS BOX

**Introducing people**

Have you met (my friend)?

This is (my neighbour, Mr Sabri).

How do you do?

Pleased to meet you.

It's nice to meet you.



25

### 1 Ask and answer

1 Ask the students to look at the picture and say where it is (*Abu Simbel*).

2 The students then work in small groups to discuss places they have visited and which places they would like to visit.

3 Invite different students to tell the rest of the class about a member of their group. Decide as a class who has been to the most interesting places.

***Answers:***

Students' own answers

### 2 Listen to Tarek's father introducing his friend Mr Banks to a neighbour. Which famous building has Mr Banks visited in Egypt?

1 Tell the students that they are going to listen to a conversation between Tarek's father, his friend Mr Banks and his neighbour, talking about a famous building Mr Banks has visited in Egypt. Point to the men in the picture (*from left to right: Mr Banks, Tarek's father's neighbour, Tarek's father*).

2 Play the recording and ask the students to listen for the answer. Ask them to compare their ideas with a partner and then check the answer as a whole class.

3 Ask *Have you ever been to the Pyramids? Did you enjoy your visit? Why/Why not?*

**Tapescript**

| | |
|---|---|
| *Mr Ibrahim:* | *Good morning, Mr Sabri. How are you?* |
| *Mr Sabri:* | *I'm fine, thanks, Mr Ibrahim, and you?* |
| *Mr Ibrahim:* | *I'm fine, too. Have you met my friend, Mr Banks, from England? Mr Banks, this is my neighbour, Mr Sabri.* |
| *Mr Banks:* | *How do you do?* |
| *Mr Sabri:* | *Pleased to meet you, Mr Banks. Have you visited Cairo before?* |
| *Mr Banks:* | *No, I haven't. This is my first visit. Cairo is an amazing city.* |
| *Mr Sabri:* | *Have you come here for a holiday?* |
| *Mr Banks:* | *No, I've come here to work! I take photos for a newspaper.* |
| *Mr Sabri:* | *Do you travel a lot in your job?* |
| *Mr Banks:* | *Yes, I've been to many countries.* |
| *Mr Sabri:* | *Have you seen any famous places in Egypt? Have you sailed on the Nile?* |
| *Mr Banks:* | *I've been to the Pyramids, but I haven't sailed on the Nile.* |
| *Mr Sabri:* | *Have you done a lot of other exciting things in other countries?* |
| *Mr Banks:* | *Yes, I've eaten some very unusual food, and I've met some interesting people.* |
| *Mr Sabri:* | *Tell me about some of the things you've done.* |
| *Mr Banks:* | *Well, I've ridden an elephant in India.* |
| *Mr Sabri:* | *Have you studied any languages?* |
| *Mr Banks:* | *Yes, I have. I've studied Japanese.* |
| *Mr Sabri:* | *Well, have a good time in Egypt, Mr Banks. It was nice to meet you!* |
| *Mr Banks:* | *It was nice to meet you, too, Mr Sabri. Goodbye!* |
| *Mr Ibrahim:* | *See you later, Mr Sabri!* |

**Answers:**

He has visited the Pyramids.

**3 Listen again. Complete the table to show what Mr Banks has and has not done**

**1** Ask the students to read the list of experiences in the table. Ask them to discuss in pairs what they remember from the recording.

**2** Play the recording again and ask them to listen and put a tick for the things Mr Banks has done, and a cross for the things he hasn't done.

**3** The students compare their answers with a partner. Then ask questions to check the answers, for example *Has Mr Banks visited Cairo before?*. Encourage the students to give their answers by using the full short forms *Yes, he has./No, he hasn't*.

**Answers:**

| Mr Banks has … | | |
|---|---|---|
| 1 visited Cairo before. | | ✗ |
| 2 been to other countries. | ✓ | |
| 3 seen the Pyramids. | ✓ | |
| 4 sailed on the Nile. | | ✗ |
| 5 eaten unusual food. | ✓ | |
| 6 met some interesting people. | ✓ | |
| 7 ridden an elephant. | ✓ | |
| 8 studied languages. | ✓ | |

**4 Ask and answer**

**1** Ask two students to read out the question and answer shown in the speech bubbles. Tell them that they are going to ask and answer about the experiences in the table in exercise 3.

**2** The students work in pairs to ask and answer questions, using the present perfect. Go round and monitor while they are working, helping where necessary.

**3** Invite pairs of students to ask and answer the questions for the class to listen and check that the present perfect is used correctly.

**4** Alternatively, this exercise could be done as a 'Find someone who …' survey. The students ask as many students as they can the questions in exercise within a set time limit. The aim is to find the person who gives the most similar answers to their own.

**Answers:**

Students' own answers

**5 Take turns to introduce someone**

**1** Play the beginning of the recording from exercises 2 and 3 and ask the students to listen for the phrases used for introducing someone. Then refer them to the Functions box and ask them to read the phrases.

**2** Explain that *How do you do?* is a very polite way to say *Hello*. It does not mean *How are you?* or *What do you do?*. Explain that if someone says this, it's acceptable to respond with *How do you do?* in return, or *Pleased to meet you* or just say *Hello*.

**3** Ask two students to read out the sentences shown in the speech bubbles. Then put the students into groups of three (or four) to introduce each other. Allow them two minutes to greet as many people as they can.

**Answers:**

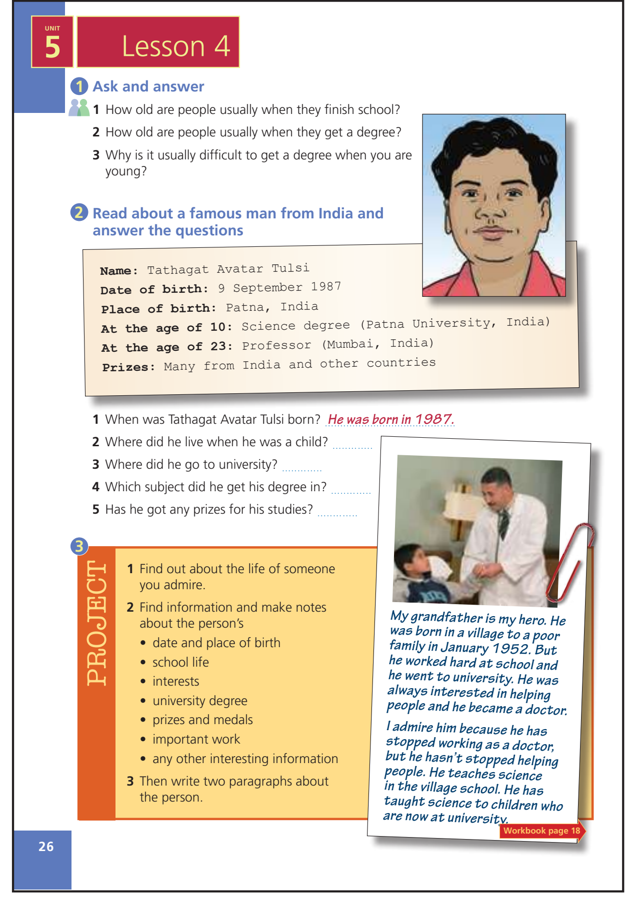
Students' own answers

## LESSON 4 SB page 26 WB page 18

### Outcomes

- To ask and answer about the ages of people at important stages
- To read about a famous man from India and answer questions
- To write two paragraphs about the life of someone you admire

## SB Page 26



UNIT 5 Lesson 4

1 Ask and answer

1 How old are people usually when they finish school?
2 How old are people usually when they get a degree?
3 Why is it usually difficult to get a degree when you are young?

2 Read about a famous man from India and answer the questions

Name: Tathagat Avatar Tulsi
Date of birth: 9 September 1987
Place of birth: Patna, India
At the age of 10: Science degree (Patna University, India)
At the age of 23: Professor (Mumbai, India)
Prizes: Many from India and other countries

1 When was Tathagat Avatar Tulsi born? *He was born in 1987.*
2 Where did he live when he was a child? ............
3 Where did he go to university? ............
4 Which subject did he get his degree in? ............
5 Has he got any prizes for his studies? ............

3 PROJECT

1 Find out about the life of someone you admire.
2 Find information and make notes about the person's
- date and place of birth
- school life
- interests
- university degree
- prizes and medals
- important work
- any other interesting information

3 Then write two paragraphs about the person.

*My grandfather is my hero. He was born in a village to a poor family in January 1952. But he worked hard at school and he went to university. He was always interested in helping people and he became a doctor.*

*I admire him because he has stopped working as a doctor, but he hasn't stopped helping people. He teaches science in the village school. He has taught science to children who are now at university.*

Workbook page 18

26

### 1 Ask and answer

1 Ask the students to read the questions and discuss them in small groups.

2 Invite the groups to share their ideas with the rest of the class.

***Answers:***

1 They are 17 or older.
2 They are usually about 21.
3 Because you do not know enough.

### 2 Read about a famous man from India and answer the questions

1 Ask the students to look at the picture and say what they can see (*an Indian man – Tathagat Avatar Tulsi*).

2 Tell the students that they are going to read about a famous Indian man and answer some questions.

3 Ask them to read through the questions and find the answers in the text. Check the answers as a whole class.

4 Ask the students *Do you think Tathagat Avatar Tulsi is a hero? Why? Has he worked hard?*.

***Answers:***

2 He lived in Patna, India.
3 He went to Patna University in India.
4 He got his degree in science.
5 Yes, he has got many prizes.

### 3 Project

1 Tell the students that they are going to write about the life of someone that they admire. Ask them to think for one minute and decide who they would like to write about. Explain that the person does not have to be famous.

2 Ask the students to read the text and look at the picture of the grandfather. Ask them what they think is interesting about the grandfather. Do the students think he is a hero?

3 Tell the students to find out about someone they admire. They can use the internet if necessary, or think about what they want to say about the person they know. Ask them to read the instructions and make notes about each of the points in question 2. Ask them to discuss their ideas with a partner.

4 The students then write their two paragraphs about the person. Encourage them to use the language and vocabulary of the unit, including some examples of the present perfect.

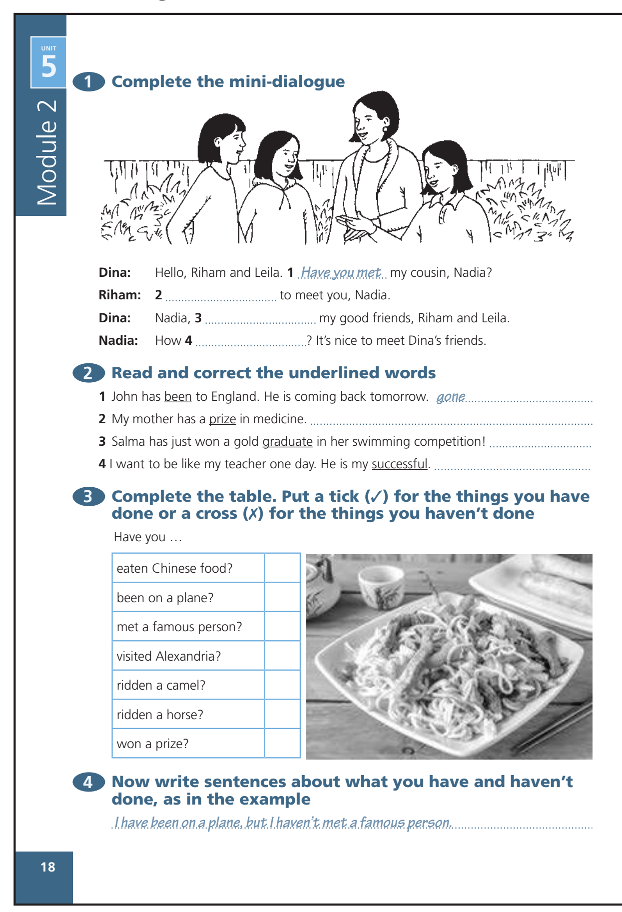
5 Go round and monitor while they are working, helping where necessary. Then ask the students to read their texts to their partner.

6 Invite different students to report back to the rest of the class about their partner's hero. Then ask the class which of the people they have heard about they admire most

***Answers:***

Students' own answers

## WB Page 18



UNIT 5

Module 2

**1 Complete the mini-dialogue**

**Dina:** Hello, Riham and Leila. **1** *Have you met* my cousin, Nadia?
**Riham:** **2** .................................. to meet you, Nadia.
**Dina:** Nadia, **3** .................................. my good friends, Riham and Leila.
**Nadia:** How **4** ..................................? It's nice to meet Dina's friends.

**2 Read and correct the underlined words**

1 John has been to England. He is coming back tomorrow. *gone*
2 My mother has a prize in medicine. ..........................................
3 Salma has just won a gold graduate in her swimming competition! ..........................................
4 I want to be like my teacher one day. He is my successful. ..........................................

**3 Complete the table. Put a tick (✓) for the things you have done or a cross (✗) for the things you haven't done**

Have you …

| | |
|---|---|
| eaten Chinese food? | |
| been on a plane? | |
| met a famous person? | |
| visited Alexandria? | |
| ridden a camel? | |
| ridden a horse? | |
| won a prize? | |

**4 Now write sentences about what you have and haven't done, as in the example**

*I have been on a plane, but I haven't met a famous person.*

18

### 1 Complete the mini-dialogue

1 Ask the students to look at the picture and explain that not all the people in the picture know each other.

2 Elicit the phrases for introducing someone learned in Lesson 3.

3 The students work in pairs to complete the dialogue.

4 Invite different students to read out the completed sentences. Then ask four students to read out the dialogue.

***Answers:***

2 Pleased 3 these are 4 do you do

### 2 Read and correct the underlined words

1 Ask the students to read the sentences and elicit the correct verb for sentence 1 (*gone*).

2 Students then work in pairs to complete the exercise.

3 Check the answers as a whole class.

***Answers:***

2 degree 3 medal 4 hero

### 3 Complete the table. Put a tick (✓) for the things you have done or a cross (✗) for the things you haven't done

1 Ask the students to look at the photo and ask them what type of food they think this is (*Chinese food*).

2 Ask the students to read the questions in the table and tick or cross them for themselves.

3 The students then compare their answers with a partner. They take turns asking a question from the table and answering *Yes, I have or No, I haven't*. Encourage them to give some extra information about the things they have done.

4 Invite different students to tell the rest of the class about their partner, using the present perfect.

***Answers:***

Students' own answers

### 4 Now write sentences about what you have and haven't done, as in the example

1 Ask the students to read the example and explain that they must use their information in exercise 3 to write their own sentences.

2 Go round and monitor while they are working, helping where necessary.

3 Invite different students to read out their answers.

***Answers:***

Students' own answers

**REVIEW** SB page 27 WB page 19

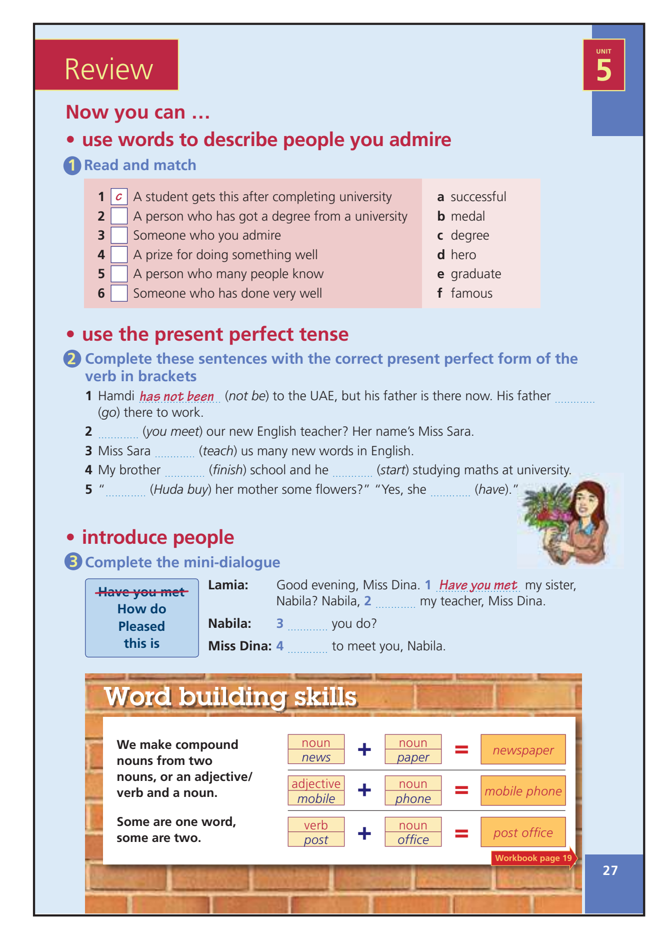
## Outcomes

- To review and practise the vocabulary and structures of the unit
- To make compound nouns

**Before using the book:**

- Write **People who we admire** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

**SB Page 27**



Review

UNIT 5

Now you can …

• use words to describe people you admire

1 Read and match

| | | | |
|---|---|---|---|
| 1 | *c* A student gets this after completing university | a | successful |
| 2 | A person who has got a degree from a university | b | medal |
| 3 | Someone who you admire | c | degree |
| 4 | A prize for doing something well | d | hero |
| 5 | A person who many people know | e | graduate |
| 6 | Someone who has done very well | f | famous |

• use the present perfect tense

2 Complete these sentences with the correct present perfect form of the verb in brackets

1 Hamdi *has not been* (not be) to the UAE, but his father is there now. His father ........ (go) there to work.
2 ........ (you meet) our new English teacher? Her name's Miss Sara.
3 Miss Sara ........ (teach) us many new words in English.
4 My brother ........ (finish) school and he ........ (start) studying maths at university.
5 "........ (Huda buy) her mother some flowers?" "Yes, she ........ (have)."

• introduce people

3 Complete the mini-dialogue

~~Have you met~~ / How do / Pleased / this is

**Lamia:** Good evening, Miss Dina. 1 *Have you met* my sister, Nabila? Nabila, 2 ........ my teacher, Miss Dina.
**Nabila:** 3 ........ you do?
**Miss Dina:** 4 ........ to meet you, Nabila.

Word building skills

We make compound nouns from two nouns, or an adjective/verb and a noun.

Some are one word, some are two.

noun *news* + noun *paper* = *newspaper*
adjective *mobile* + noun *phone* = *mobile phone*
verb *post* + noun *office* = *post office*

Workbook page 19

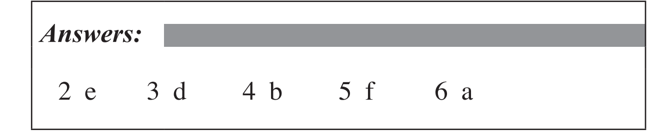
27

## 1 Read and match

1 Elicit words related to describing people you admire. Ask the students to read the words on the right and say what they mean.

2 The students then match the words with the definitions.

3 Check the answers as a whole class.



***Answers:***

2 e 3 d 4 b 5 f 6 a

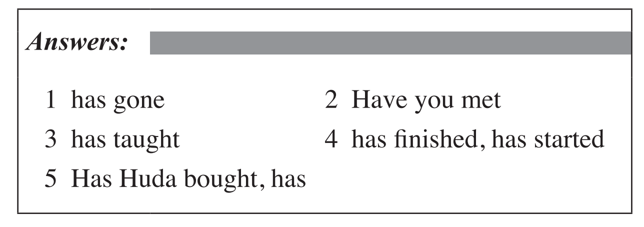
## 2 Complete these sentences with the correct present perfect form of the verb in brackets

1 Elicit the affirmative, negative and question forms of the present perfect (have/has + *past participle;* have/has + not + *past participle;* have/has + *subject* + *past participle*). Ask the students to explain when the present perfect is used (*to talk about a time before now*).

2 Ask the students what the difference is between *been* and *gone* (*been = went to a place sometime in the past and returned, gone = went to a place now and not yet returned*). Remind the students that questions in the present perfect are answered with a short form.

3 The students then complete the sentences in pairs, using the present perfect form of the verbs in brackets, as in the example.

4 Invite different students to read out the completed sentences.



***Answers:***

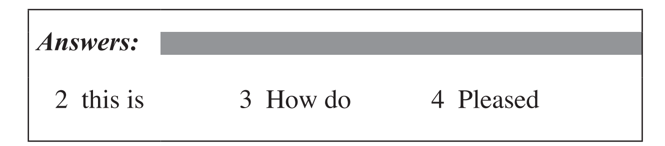
1 has gone
2 Have you met
3 has taught
4 has finished, has started
5 Has Huda bought, has

## 3 Complete the mini-dialogue

1 Ask *What do you say when you introduce someone?* and elicit the phrases for introductions.

2 The students then work in pairs to complete the sentences, using the words and phrases in the box.

3 Invite students to read out the different sentences, then ask three students to read out the dialogue.



***Answers:***

2 this is 3 How do 4 Pleased

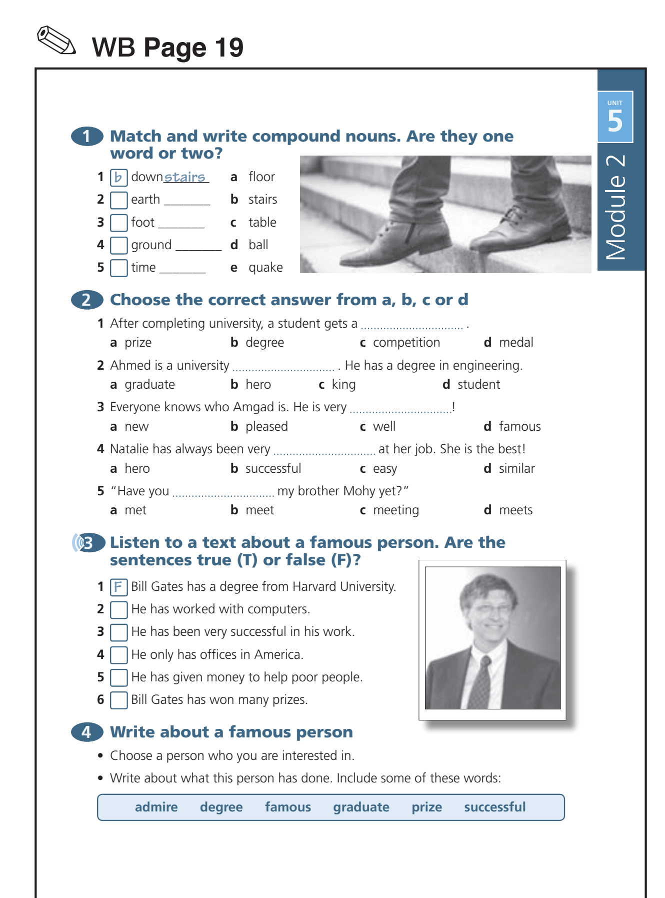
**Word building skills**

1 Write **newspaper, mobile phone** and **post office** on the board. Elicit the meanings. Ask *Are they one word or two?*. Explain that these are compound nouns, which can be made with two words joined together, but which only have one meaning.

2 Ask *Which two words make* newspaper? (*news and paper*). Ask the students to look at the individual words (*news, paper, mobile, phone, post, office*) and decide whether they are nouns, adjectives or verbs.

3 Ask them to read the examples to check their ideas.

### ✎ WB Page 19



UNIT 5 Module 2

**1 Match and write compound nouns. Are they one word or two?**

1 [b] down*stairs* a floor
2 [ ] earth ______ b stairs
3 [ ] foot ______ c table
4 [ ] ground ______ d ball
5 [ ] time ______ e quake

**2 Choose the correct answer from a, b, c or d**

1 After completing university, a student gets a .................... .
a prize b degree c competition d medal
2 Ahmed is a university .................... . He has a degree in engineering.
a graduate b hero c king d student
3 Everyone knows who Amgad is. He is very ....................!
a new b pleased c well d famous
4 Natalie has always been very .................... at her job. She is the best!
a hero b successful c easy d similar
5 "Have you .................... my brother Mohy yet?"
a met b meet c meeting d meets

**3 Listen to a text about a famous person. Are the sentences true (T) or false (F)?**

1 [F] Bill Gates has a degree from Harvard University.
2 [ ] He has worked with computers.
3 [ ] He has been very successful in his work.
4 [ ] He only has offices in America.
5 [ ] He has given money to help poor people.
6 [ ] Bill Gates has won many prizes.

**4 Write about a famous person**

- Choose a person who you are interested in.
- Write about what this person has done. Include some of these words:

admire degree famous graduate prize successful

19

## 1 Match and write compound nouns. Are they one word or two?

1 Ask the students to look at the example and ask them to work with a partner to match the pairs of words.

2 Check the answers as a class and then ask the students to decide whether each compound noun is written as one or two words.

3 Check answers as a class and then ask the students whether they can think of any other examples of compound nouns (e.g., *ice cream, blackboard, swimming pool*).

***Answers:***

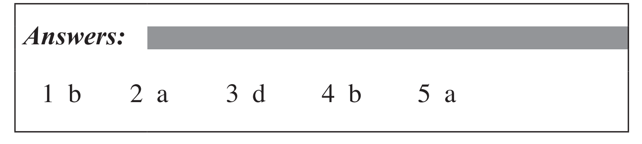
2 e – earthquake (one word)
3 d – football (one word)
4 a – ground floor (two words)
5 c – timetable (one word)

## 2 Choose the correct answer from a, b, c or d

1 Ask the students to read the sentences and options. Explain that they have to choose the correct option in each case.

2 Students complete the task in pairs.

3 Check the answers as a whole class.



***Answers:***

1 b 2 a 3 d 4 b 5 a

## 3 Listen to a text about a famous person. Are the sentences true (*T*) or false (*F*)?

1 Ask the students to look at the photo in exercise 3 and ask if they know who the man is (*Bill Gates*). Ask the students what they know about him. Then tell them that they are going to find out more.

2 Ask them to read sentences 1–6. Explain that they are going to listen and decide whether the sentences are true or false.

3 Play the recording while the students listen and decide. Then ask the students to compare their answers with a partner.

4 Check the answers as a whole class. Encourage students to correct the false sentences.

**Tapescript**

*Bill Gates is one of the most famous people in the world. He went to Harvard University to study law, but he did not finish his degree and soon left to start a computer business. It was very successful and soon it had offices all over the world. After he got married, Bill Gates decided that he wanted to help poor people and he now spends most of his time helping charities. He has won many prizes for his work in computers and for charities.*

*Answers:*

2 T
3 T
4 F (He has offices all over the world.)
5 F (He helps charities.)
6 T

### 4 Write about a famous person

**1** Ask the students to choose a famous person they are interested in.

**2** Ask the students to find out more about the person, using the words in the box as prompts for ideas. They make notes or find further information on the internet.

**3** The students then write about their person. They should write their answer in their notebooks. Remind them to use the present perfect where appropriate.

**4** Go round and monitor while they are working, helping where necessary. Then invite different students to tell the rest of the class about the person they found out about.

*Answers:*

Students' own answers

## Assessment

### Speaking task

***Outcome: to introduce people***

Use SB page 25, exercise 5

Elicit phrases for introducing people. Then put students into groups of three and have them take turns to introduce each other. Make sure each student has a turn to introduce someone and respond to an introduction. Assess them on their use of appropriate phrases.

### Reading task

***Outcome: to understand a text about heroes***

Use SB page 23, exercise 2 text

Write the following statements on the board:

**1 Yasser never wanted to be an engineer. 2 Yasser did very well at school. 3 Yasser is famous and people have written about him in the newspaper. 4 Dr Rania Elwani won 13 medals. 5 Dr Elwani doesn't enter swimming competitions now. 6 Dr Elwani helps other people learn to swim.**

Students read the texts again and decide whether the statements are true or false.

### Writing task

***Outcome: to use the present perfect***

Students work in pairs to write a list of five interesting activities and places in Egypt, for example, swimming in the Red Sea or visiting the Valley of the Kings in Luxor. They then exchange their lists with another pair and write sentences individually about what they have and haven't done.

### Listening task

***Outcome: to answer questions about a conversation***

Use the tapescript for SB page 25, exercises 2 and 3

Write the following questions on the board:

**1 Where is Mr Banks from?**
**2 Why has he come to Cairo?**
**3 Has he been to other countries?**
**4 What has he done in other countries?**
**5 What language has he studied?**

Play the recording for the students to answer the questions.

UNIT
# 6 Important places
**SB pages 28–32 WB pages 20–22**

## Objectives

**Grammar**
The present perfect tense with *ever* and *never*
**Reading**
Reading a magazine article about important places
**Listening**
Listening to a discussion about visiting Egypt
**Speaking**
Asking for and expressing clarification
**Writing**
Writing a description of a place

## LESSON 1 SB page 28

### Outcomes

- To identify true or false statements about the natural world
- To read a magazine article about important places
- To carry out an internet search about the driest place in Egypt

### Before using the book:

- Write the title of the unit **Important places** on the board and elicit the meaning.
- Ask the students to work in small groups to brainstorm a list of important places in the world. Encourage them to focus on natural features, such as rainforests, and why they are important.
- Invite the groups to share their ideas with the rest of the class and hold a short class discussion about the importance of the natural world.

SB Page 28

UNIT 6 Important places

Lesson 1

OBJECTIVES
- Grammar The present perfect tense with *ever* and *never*
- Reading Reading a magazine article about important places
- Listening Listening to a discussion about visiting Egypt
- Speaking Asking for and expressing clarification
- Writing Writing a description of a place

1 Match the words and the pictures

a Antarctica ☐ rainforest ☐ tribe ☐ tourists

2 Do you think these sentences are *true* (*T*) or *false* (*F*)?

1 F People cannot live in the Atacama Desert.
2 ☐ Some of the tribes who live in the rainforest never leave it.
3 ☐ It never snows in Cairo.
4 ☐ There is always ice in Antarctica. It never melts.

3 Read the magazine article and check your answers to exercise 2

*Our amazing world*

**What are some of the driest places in the world?**
The Atacama Desert in Chile is one of the driest places in the world. In some parts of the desert, it has never rained.
**Have people ever lived there?**
Yes, they have. More than a million people still live there. Many **tourists** also visit the town of San Pedro de Atacama. They say that they've never seen more stars in the sky in any other place on earth!

**Do people live in the Amazon rainforest?**
Yes, they do. Some **tribes** live far from any city and have never left the rainforest. Some of these tribes have never met people from outside the forest.

**Has it ever snowed in Cairo?**
Yes, it has! In 2013, for the first time in many years, it snowed in Cairo. One 95-year-old man said, "I've never seen snow in my life before!"

**Is there always ice in Antarctica?**
Yes, there is. In Antarctica, some of the ice has never melted. There is more than 4,500 metres of ice in some places. The bottom of this ice is more than 100,000 years old.

Internet search
Where is the driest place in Egypt?

28

### 1 Match the words and the pictures

1 Draw attention to the Objectives box on page 28, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Ask the students to look at the pictures and ask *What can you see?* (*a = the outline of Antarctica, b = tourists, c = a man from a tribe in Brazil, d = trees in a rainforest*).

3 Then ask them to look at the words in the box and check pronunciation and meaning. They then work in small groups to match the words and pictures.

4 Check the answers as a whole class.

***Answers:***

b tourists
c tribe
d rainforest

### 2 Do you think these sentences are true (*T*) or false (*F*)?

1 Ask the students to work in small groups to discuss the statements and decide whether they are true or false.

2 Invite them to share their ideas, but do not confirm the answers at this point.

### 3 Read the magazine article and check your answers to exercise 2

1 Tell the students that they are going to find out whether their ideas for exercise 2 were correct.

2 Ask them to read the magazine article and check. Ask them to correct the false sentences. Go through any unknown vocabulary.

3 Check the answers as a whole class.

***Answers:***

1 F (More than a million people live there.)
2 T
3 F (It snowed in 2013)
4 T

### Internet search

1 Ask the students where they think the driest place in the world is (*the Atacama Desert in Chile*).

2 Then ask where they think the driest place in Egypt is. Tell them that they are going to find out by doing an internet search.

3 Ask them to look at the Internet search box. The students carry out their research online and report back their findings to the rest of the class.

***Answers:***

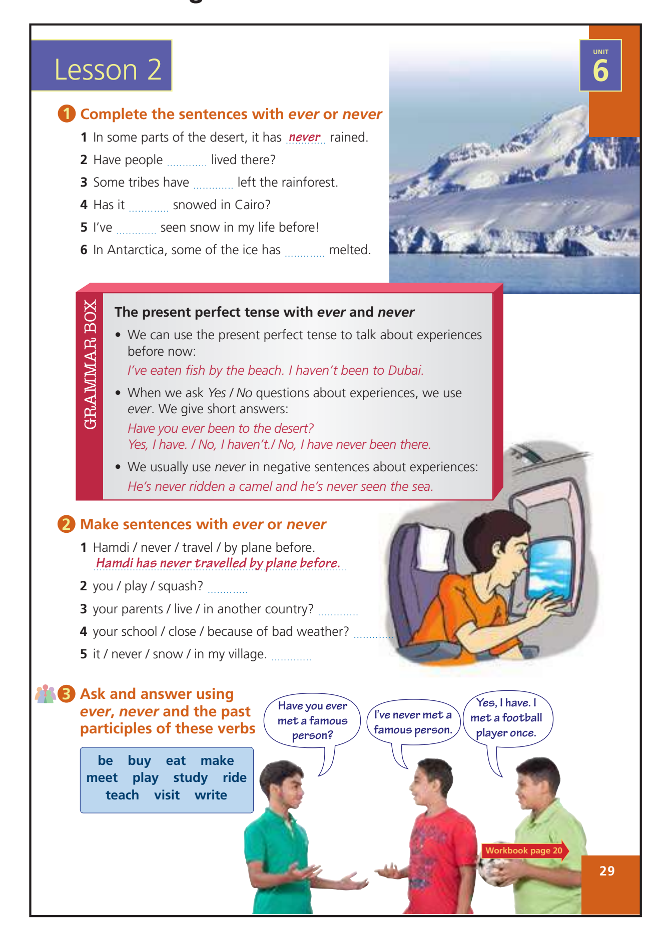
The Western Desert. Aswan is the driest city in Egypt.

## LESSON 2 SB page 29 WB page 20

**Outcomes**

- To use the present perfect with *ever* and *never*
- To ask and answer about experiences

### SB Page 29



Lesson 2

UNIT 6

**1 Complete the sentences with *ever* or *never***

1 In some parts of the desert, it has *never* rained.
2 Have people ........ lived there?
3 Some tribes have ........ left the rainforest.
4 Has it ........ snowed in Cairo?
5 I've ........ seen snow in my life before!
6 In Antarctica, some of the ice has ........ melted.

GRAMMAR BOX

**The present perfect tense with *ever* and *never***

- We can use the present perfect tense to talk about experiences before now:
  *I've eaten fish by the beach. I haven't been to Dubai.*
- When we ask *Yes* / *No* questions about experiences, we use *ever*. We give short answers:
  *Have you ever been to the desert?*
  *Yes, I have. / No, I haven't./ No, I have never been there.*
- We usually use *never* in negative sentences about experiences:
  *He's never ridden a camel and he's never seen the sea.*

**2 Make sentences with *ever* or *never***

1 Hamdi / never / travel / by plane before.
*Hamdi has never travelled by plane before.*
2 you / play / squash? ........
3 your parents / live / in another country? ........
4 your school / close / because of bad weather? ........
5 it / never / snow / in my village. ........

**3 Ask and answer using *ever*, *never* and the past participles of these verbs**

be buy eat make meet play study ride teach visit write



### 1 Complete the sentences with *ever* or *never*

1 Ask the students to look at the photo and ask *What can you see?* (*landscape in Antarctica*).

2 Ask the students to read the example sentence and elicit the meaning of *never* (*not once*). Ask *What do you think* ever *means?* (*at any time in your life*).

3 Tell them to complete the sentences and questions in pairs, using the magazine article on Student's Book page 28 to help them.

4 Check the answers as a whole class.

5 Ask the students when the present perfect is used (*to talk about a time before now*). Then refer them to the Grammar box and ask them to read the first point.

6 Then ask them to read the second point and match the sentences in exercise 1 to the rule (*2 and 4*).

7 The students then read the final point and match the sentences in exercise 1 to the rule (*1, 3, 5 and 6*).

8 Then elicit some examples for each of the points. The students could work in pairs to make up three *Have you ever … ?* questions for another pair to answer.

***Answers:***

| | | |
|---|---|---|
| 2 ever | 3 never | 4 ever |
| 5 never | 6 never | |

## 2 Make sentences with *ever* or *never*

1 Ask the students to look at the picture and ask *What can you see?* (*a boy on an aeroplane, looking out of the window at the clouds*).

2 Ask the students to read the example. Then go through each sentence and ask *ever or never?* for the students to say which word they need to use.

3 The students complete the exercise in pairs. Remind them to use the present perfect form of the verbs.

4 Then invite different students to read out the sentences and questions.

***Answers:***

2 Have you ever played squash?
3 Have your parents ever lived in another country?
4 Has your school ever closed because of bad weather?
5 It has never snowed in my village.

## 3 Ask and answer using *ever, never* and the past participles of these verbs

1 Call out the verbs in the box for the students to say the past participles.

2 Ask two students to read out the question and answers shown in the speech bubbles. Tell them that they are going to perform a similar dialogue in groups.

3 Give the students a few minutes to think about what they will ask their classmates. Encourage them to think of funny or unusual experiences.

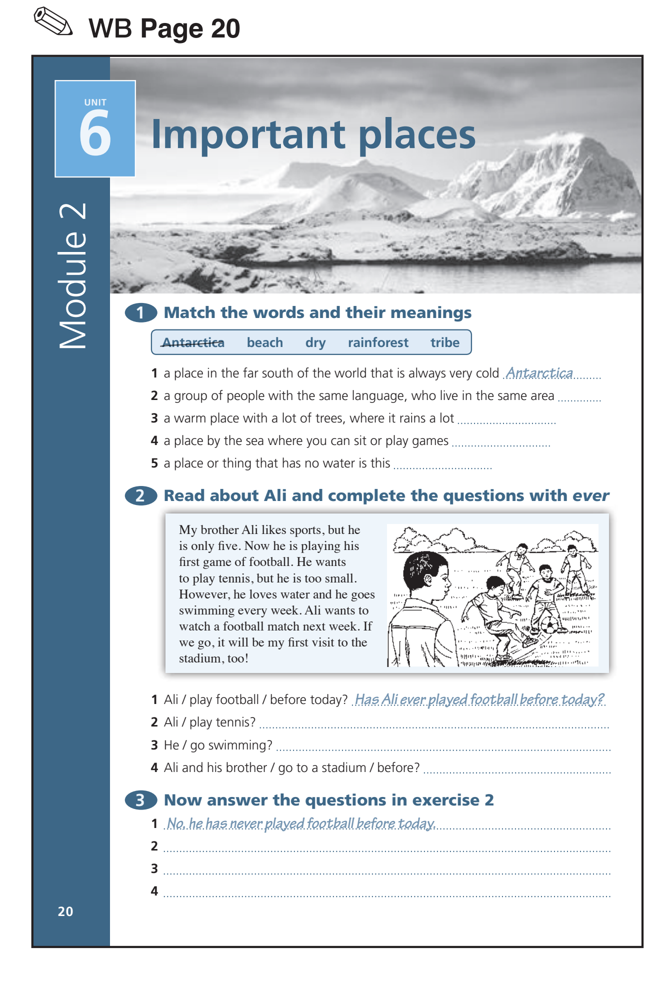
4 The students then work in small groups to ask and answer using *ever*, *never* and the past participle form of the verbs in the box. Go round and monitor while they are working, helping where necessary.

5 Ask a student from one group to ask a student from another group one of their questions. Repeat several times.

***Suggested answers:***

Have you ever been to Luxor?
Have you ever bought a leather bag?
Have you ever eaten Chinese food?
Have you ever made a cake?
Have you ever met a famous person?
Have you ever played volleyball?
Have you ever studied the stars?
Have you ever ridden an elephant?
Have you ever taught someone Arabic?
Have you ever visited the museum?
Have you ever written an email?

## ✎ WB Page 20


UNIT 6 Important places

Module 2

1 Match the words and their meanings

~~Antarctica~~ beach dry rainforest tribe

1 a place in the far south of the world that is always very cold *Antarctica*
2 a group of people with the same language, who live in the same area ..........
3 a warm place with a lot of trees, where it rains a lot ..........
4 a place by the sea where you can sit or play games ..........
5 a place or thing that has no water is this ..........

2 Read about Ali and complete the questions with *ever*

My brother Ali likes sports, but he is only five. Now he is playing his first game of football. He wants to play tennis, but he is too small. However, he loves water and he goes swimming every week. Ali wants to watch a football match next week. If we go, it will be my first visit to the stadium, too!

1 Ali / play football / before today? *Has Ali ever played football before today?*
2 Ali / play tennis? ..........
3 He / go swimming? ..........
4 Ali and his brother / go to a stadium / before? ..........

3 Now answer the questions in exercise 2

1 *No, he has never played football before today.*
2 ..........
3 ..........
4 ..........

20

## 1 Match the words and their meanings

1 Elicit the new vocabulary the students have learned for the natural world and important places.

2 The students then look at the example and complete the rest of the exercise, using the words in the box.

3 Check the answers as a whole class.

| *Answers:* | |
|---|---|
| 2 tribe | 3 rainforest |
| 4 beach | 5 dry |

**2 Read about Ali and complete the questions with *ever***

1 Ask the students to look at the picture and explain that the younger boy is Ali, and the text they are about to read is written by Ali's older brother.

2 Ask the students to read about Ali.

3 Then go through each set of prompts and construct the questions with *ever* as a whole class, referring to the example answer.

4 The students then write the questions. Invite different students to read them out.

*Answers:*

2 Has Ali ever played tennis?
3 Has he ever been swimming?
4 Have Ali and his brother ever been to a stadium before?

**3 Now answer the questions in exercise 2**

1 The students work in pairs to answer the questions in exercise 2, using the information about Ali in exercise 2.

2 Invite different students to read out the answers.

*Answers:*

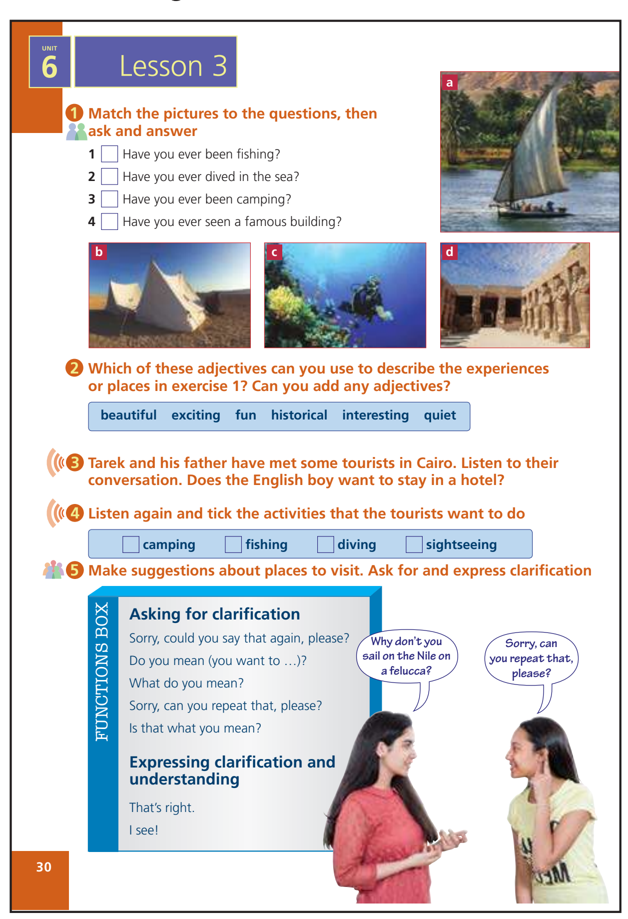
2 No, he has never played tennis.
3 Yes, he has. (He goes every week.)
4 No, they have never been to a stadium before.

## LESSON 3 SB page 30

### Outcomes

- To ask and answer about experiences
- To use adjectives to describe experiences or places
- To listen to a conversation between Tarek's father and some tourists
- To ask for and express clarification and understanding

**SB Page 30**




**1 Match the pictures to the questions, then ask and answer**

1 Ask the students to look at the pictures and ask *Where are they?* (*a = a boat on the Nile near Aswan, b = tents in the desert, c = diving in the Red Sea, d = the Temple of Karnak*).

2 The students work in small groups to match the pictures and discuss the questions. Encourage them to answer the questions using the present perfect and to provide extra information about their experiences.

3 Then invite different students to tell the rest of the class about someone in their group. Ask the class who they think has had the most interesting experiences.

***Answers:***

1 a 2 c
3 b 4 d
Students' own answers

**2 Which of these adjectives can you use to describe the experiences or places in exercise 1? Can you add any adjectives?**

1 Ask the students to read the adjectives in the box and elicit their meaning and pronunciation.

2 Ask them to discuss in pairs which of the adjectives they would use to describe the experiences and places in exercise 1.

3 Brainstorm a list of other adjectives which could describe the experiences and places (*e.g. hot, cold, amazing, famous, unusual,* etc.).

***Suggested answers:***

1 beautiful, exciting, fun, quiet
2 beautiful, exciting, fun, interesting
3 beautiful, exciting, fun, interesting
4 historical, interesting

**3 Tarek and his father have met some tourists in Cairo. Listen to their conversation. Does the English boy want to stay in a hotel?**

1 Tell the students that they are going to listen to Tarek's father talking to some tourists.

2 Ask them to read the question in the rubric. Play the recording and tell them to listen for the answer. Check the answer as a class.

**Tapescript**

| | |
|---|---|
| *Tarek's father:* | *Hello, welcome to Egypt! Are you having a good time here?* |
| *Man:* | *Yes, we love your beautiful country. We all want to do different things, so we don't know what to do next.* |
| *Tarek's father:* | *What would you like to do?* |
| *Woman:* | *Well, we want to see some famous buildings. We're going to visit Luxor next week.* |
| *Tarek's father:* | *Well, if you go to Luxor, visit the Temple of Karnak. It's very interesting.* |
| *Woman:* | *My son wants to sail.* |
| *Tarek:* | *You can sail around Elephantine Island.* |
| *Woman:* | *Sorry, could you say that again, please?* |
| *Tarek:* | *Elephantine Island. It's near Aswan. It's very beautiful and quiet.* |
| *Man:* | *Great. Is it a good place for fish?* |
| *Tarek's father:* | *Do you mean you want to go fishing?* |
| *Man:* | *That's right. I like fishing.* |
| *Tarek's father:* | *Elephantine Island is a popular place for people who like fishing. Have you thought about going to the desert?* |
| *Man:* | *What do you mean?* |
| *Tarek's father:* | *Well, you can go to the White Desert. It's very exciting. The best place to visit is Farafra.* |
| *Woman:* | *Sorry, can you repeat the name of the place, please?* |
| *Tarek's father:* | *Farafra. It's a place in the White Desert.* |
| *Woman:* | *I see. I'll write that down.* |
| *Boy:* | *I don't want to stay in a hotel. I want to be outside, under the stars.* |
| *Tarek's father:* | *You want to go camping, is that what you mean?* |
| *Boy:* | *That's right. I love camping.* |
| *Tarek:* | *I've been camping there. It's great.* |
| *Tarek's father:* | *Why don't you join us for some tea?* |

***Answers:***

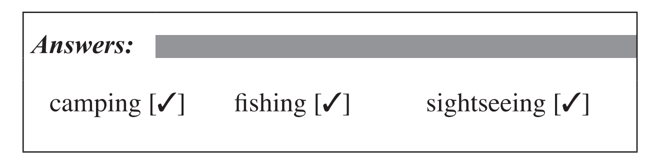
No, he doesn't. He wants to be outside, under the stars.

**4 Listen again and tick the activities that the tourists want to do**

1 Ask the students whether they remember any of the activities that the tourists wanted to do.

2 Then tell them that they are going to hear the conversation again and that they should tick the activities that the tourists want to do.

3 Play the recording. The students then check their answers in pairs. Check the answers as a whole class and play the recording again if necessary.



***Answers:***

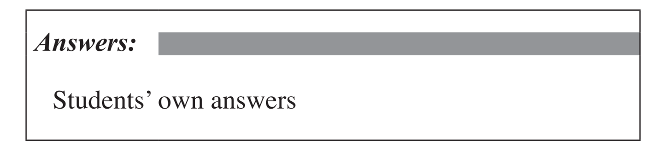
camping [✓] fishing [✓] sightseeing [✓]

**5 Make suggestions about places to visit. Ask for and express clarification**

1 Ask the students what they should say when they don't understand or don't hear something. Then refer them to the Functions box and ask them to read the phrases for asking for and expressing clarification and understanding.

2 Ask two students to read out the questions shown in the speech bubbles. Then they work in pairs to ask for and express clarification and understanding, using the phrases in the Functions box and the ideas in exercise 1.

3 Invite pairs of students to hold mini-dialogues for the rest of the class to listen to and say which phrases the pair has used.



***Answers:***

Students' own answers

## LESSON 4 SB page 31 WB page 21

### Outcomes

- To read about museums in Egypt and answer questions
- To use critical thinking skills to discuss the importance of museums

### SB Page 31

Lesson 4

UNIT 6

MUSEUMS EYE ON EGYPT

**Egypt has some very interesting museums.**

- Many people have visited the famous Egyptian Museum in Cairo. It's Egypt's biggest museum and it contains some very famous objects. There are about 136,000 historical objects in the museum. Most people want to see Tutankhamun and his **jewellery**.
- In the Kharga Museum of **Antiquities**, you can learn about life in the Western Desert long ago. You can see lots of **statues**, **coins** and other objects that people have found there. The museum contains some famous 'notebooks' made of wood. These are some of the first books ever written from 360 CE.
- When engineers started building the first Aswan Dam in 1902, many important objects from very old Nubian buildings were moved to keep them safe. The Nubia Museum in Aswan opened in 1998. It contains more than 5,000 of these objects which can teach us a lot about the history and life of the Nubian people. There is an **outdoor** museum too, where you can look at statues in beautiful gardens.

**1 Which of the words in red in the text mean the following?**

1 things made of expensive stones, gold, etc., that people wear ..........
2 small pieces of metal used as money ..........
3 stone or metal objects that have been made to look like a person or animal ..........
4 a building or object made in ancient times ..........
5 outside a place / a building ..........

**2 Answer the questions**

1 Which has more historical objects, the Egyptian Museum or the Nubia Museum?
2 What are the most popular objects to see in the Egyptian Museum?
3 What kind of objects are in the Kharga Museum of Antiquities?
4 What can you see in the gardens of the Nubia Museum?

**3 CRITICAL THINKING**

1 Why are museums important?
2 Should we put only old things in a museum? Why? / Why not?
3 What kind of things should be in a museum?
4 Should people pay to go into museums? Why? / Why not?

Workbook page 21

31

**1 Which of the words in red in the text mean the following?**

1 Ask the students to read the title of the article. Can they identify the building in the banner image at the top of the page? (*the Egyptian Museum, Cairo*) Ask them to name some other famous museums in Egypt.

2 Ask them to look at the photos on the page and describe them in pairs. Invite different students to describe them for the class. Ask them if they have seen these objects or visited this museum (*from top to bottom: a red and black Kerma pot from the Nubia Museum in Aswan, the mask of Tutankhamun from the Egyptian Museum in Cairo, the Kharga Museum of Antiquities, jewellery*).

3 The students read the text. Tell them not to worry about any unknown words at this point.

4 Ask the students to find the words in red in the text. Ask them to work in pairs to try to work out the meanings of the words by reading the context carefully.

5 Then ask them to read the definitions and match them with the words.

6 Check the answers as a whole class.

***Answers:***

1 jewellery
2 coins
3 statues
4 Antiquities
5 outdoor

## 2 Answer the questions

1 Ask the students to read the questions and discuss them as a class without referring back to the text.

2 Then the students read the text again to find the answers. Check the answers as a whole class and check the meaning of any unknown vocabulary.

***Suggested answers:***

1 The Egyptian Museum has more historical objects.
2 Tutankhamun and his jewellery are the most popular objects.
3 There are statues, coins, 'notebooks' made of wood (some of the first ever books).
4 You can see statues in the gardens.

## 3 Critical thinking

1 Ask the students to look at the photo and ask *What is it?* (*a collier with falcon heads of Neferuptah, daughter of Amenemhet III, from the Egyptian Museum in Cairo*).

2 Ask the students to read questions 1–4 and invite some initial suggestions.

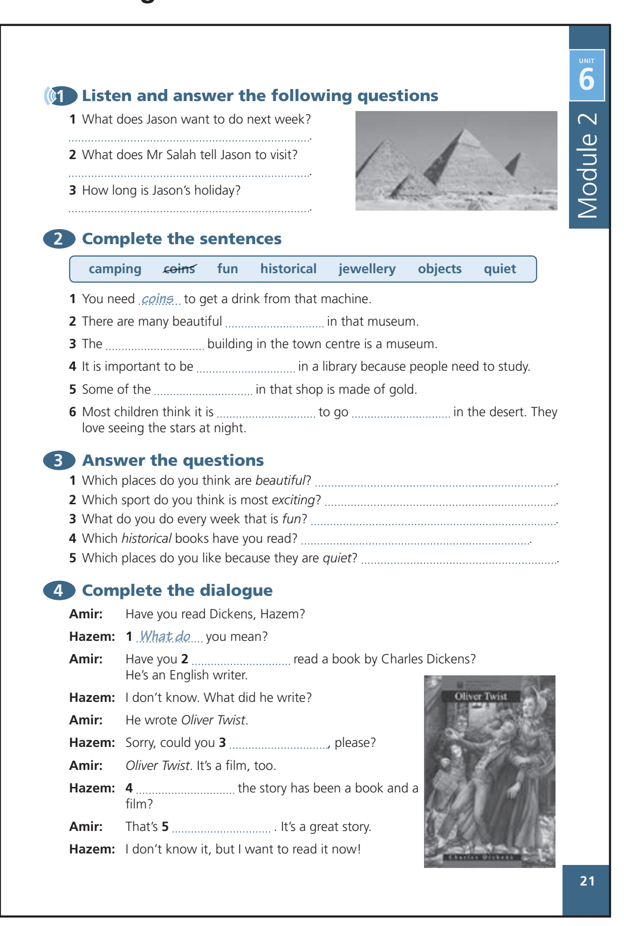
3 The students then work in small groups to discuss the questions and talk about their own experiences at museums. If someone says something they don't hear or understand, encourage them to ask for clarification. Go round and monitor while they are working, helping where necessary.

4 Finally, hold a short class discussion about the importance of museums and ask further questions, for example *What kind of museums do you/would you like to visit? What do you like to look at in museums?*.

***Suggested answers:***

1 They can teach us about many things.
2 No. New things can also teach us, so we can also show these.
3 Anything that is of interest or can teach us something.
4 Yes, because it costs money to have a museum. / No, because all people should be able to visit a museum.

## WB Page 21



Unit 6 Module 2

**1 Listen and answer the following questions**

1 What does Jason want to do next week?
..........................................................................
2 What does Mr Salah tell Jason to visit?
..........................................................................
3 How long is Jason's holiday?
..........................................................................

**2 Complete the sentences**

camping ~~coins~~ fun historical jewellery objects quiet

1 You need *coins* to get a drink from that machine.
2 There are many beautiful .............................. in that museum.
3 The .............................. building in the town centre is a museum.
4 It is important to be .............................. in a library because people need to study.
5 Some of the .............................. in that shop is made of gold.
6 Most children think it is .............................. to go .............................. in the desert. They love seeing the stars at night.

**3 Answer the questions**

1 Which places do you think are *beautiful*? ..........................................................
2 Which sport do you think is most *exciting*? ..........................................................
3 What do you do every week that is *fun*? ..........................................................
4 Which *historical* books have you read? ..........................................................
5 Which places do you like because they are *quiet*? ..........................................................

**4 Complete the dialogue**

**Amir:** Have you read Dickens, Hazem?
**Hazem:** **1** *What do* you mean?
**Amir:** Have you **2** .............................. read a book by Charles Dickens? He's an English writer.
**Hazem:** I don't know. What did he write?
**Amir:** He wrote *Oliver Twist*.
**Hazem:** Sorry, could you **3** .............................., please?
**Amir:** *Oliver Twist*. It's a film, too.
**Hazem:** **4** .............................. the story has been a book and a film?
**Amir:** That's **5** .............................. . It's a great story.
**Hazem:** I don't know it, but I want to read it now!



21

## 1 Listen and answer the following questions

1 Ask the students to look at the photo in exercise 1 and ask *What can you see?* (*the Pyramids at Giza*).

2 Ask the students to read the questions and explain that they are going to listen to a conversation between Mr Salah and Jason and write the answers.

3 Play the recording while the students listen and complete the answers.

4 Check the answers by reading the questions aloud and inviting different students to answer them.

**Tapescript**

*Mr Salah:* *Welcome to Egypt, Jason! How long is your holiday?*

*Jason:* *Two weeks. I want to visit the museum next week.*

*Mr Salah:* *You must visit the Pyramids, too!*

***Answers:***

1 He wants to visit the museum.
2 the Pyramids
3 two weeks

### 2 Complete the sentences

1 Elicit the adjectives and other vocabulary for museums.

2 Ask the students to look at the example answer and explain that they have to complete the sentences with the other words in the box.

3 The students complete the exercise in pairs. Then invite different students to read out the completed sentences.

***Answers:***

2 objects 3 historical 4 quiet
5 jewellery 6 fun, camping

### 3 Answer the questions

1 Ask the students to read the questions and elicit some ideas.

2 Ask the students to write their answers individually. They should then share their ideas with their partner.

3 Invite different students to give their answers for each question.

***Answers:***

Students' own answers

### 4 Complete the dialogue

1 Elicit the phrases for asking for and expressing clarification and understanding.

2 The students then work in pairs to complete the dialogue.

3 Invite different students to read out the sentences of the dialogue. The invite pairs of students to read out the whole dialogue.

***Suggested answers:***

2 ever 3 say that again
4 Do you mean 5 right

## REVIEW SB page 32 WB page 22

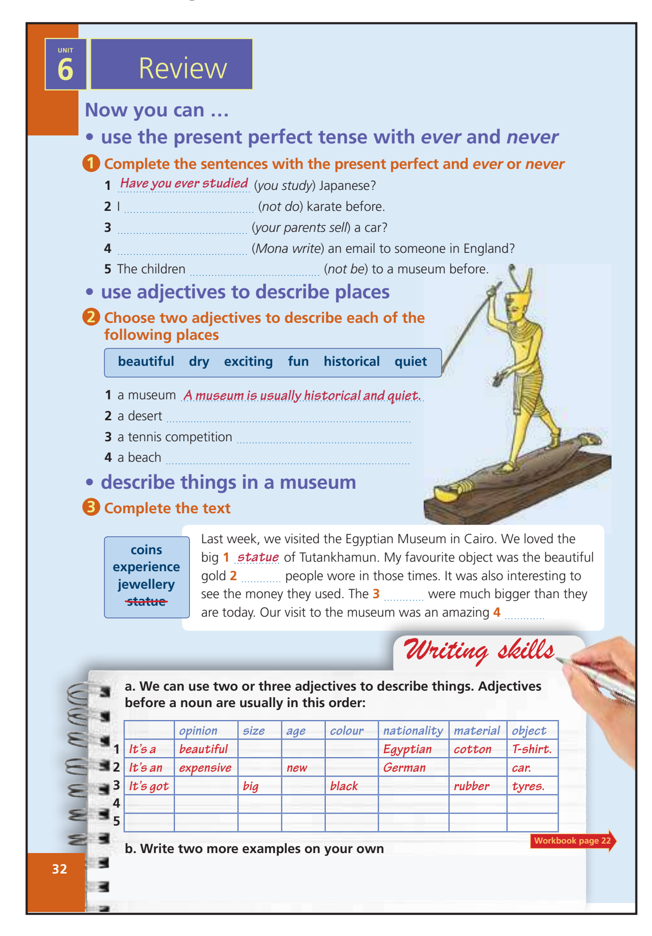
### Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise adjective order

**Before using the book:**

- Write **Important places** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

SB Page 32



UNIT 6 Review

Now you can …

- use the present perfect tense with *ever* and *never*

1 Complete the sentences with the present perfect and *ever* or *never*

1 *Have you ever studied* (*you study*) Japanese?
2 I .................... (*not do*) karate before.
3 .................... (*your parents sell*) a car?
4 .................... (*Mona write*) an email to someone in England?
5 The children .................... (*not be*) to a museum before.

- use adjectives to describe places

2 Choose two adjectives to describe each of the following places

beautiful dry exciting fun historical quiet

1 a museum *A museum is usually historical and quiet.*
2 a desert ....................
3 a tennis competition ....................
4 a beach ....................

- describe things in a museum

3 Complete the text

coins
experience
jewellery
~~statue~~

Last week, we visited the Egyptian Museum in Cairo. We loved the big 1 *statue* of Tutankhamun. My favourite object was the beautiful gold 2 ........ people wore in those times. It was also interesting to see the money they used. The 3 ........ were much bigger than they are today. Our visit to the museum was an amazing 4 ........

Writing skills

a. We can use two or three adjectives to describe things. Adjectives before a noun are usually in this order:

| | | opinion | size | age | colour | nationality | material | object |
|---|---|---|---|---|---|---|---|---|
| 1 | It's a | beautiful | | | | Egyptian | cotton | T-shirt. |
| 2 | It's an | expensive | | new | | German | | car. |
| 3 | It's got | | big | | black | | rubber | tyres. |
| 4 | | | | | | | | |
| 5 | | | | | | | | |

b. Write two more examples on your own

Workbook page 22

32

## 1 Complete the sentences with the present perfect and *ever* or *never*

1 Elicit the use of *ever* (*in questions*) and *never* (*in negative sentences*).

2 Ask the students to read the example and then complete the rest of the sentences using the present perfect and *ever* or *never*.

3 Invite different students to read out the completed sentences.

***Answers:***

2 have never done
3 Have your parents ever sold
4 Has Mona ever written
5 have never been

## 2 Choose two adjectives to describe each of the following places

1 Ask the students to look at the picture and ask *What is it?* (*a statue of Tutankhamun*).

2 Elicit adjectives to describe places.

3 Then ask the students to look at the prompts and the example.

4 The students then write sentences with a partner, using two adjectives from the box each time. Invite different students to read out their sentences.

***Suggested answers:***

2 A desert is usually quiet and dry.
3 A tennis competition is usually exciting and fun.
4 A beach is usually beautiful and fun.

## 3 Complete the text

1 Ask the students to call out what they have learned about museums and the things that are found there. Ask them if they remember the words in red from the text on Student's Book page 31.

2 Then ask them to complete the text with the words in the box.

3 Invite different students to read out the lines of the text. Ask who they think has written the text (someone like them, perhaps!).

***Answers:***

2 jewellery
3 coins
4 experience

## Writing skills

1 Ask the students to look at the examples in the table.

2 As a class, construct some sentences using two or three different adjectives in each sentence.

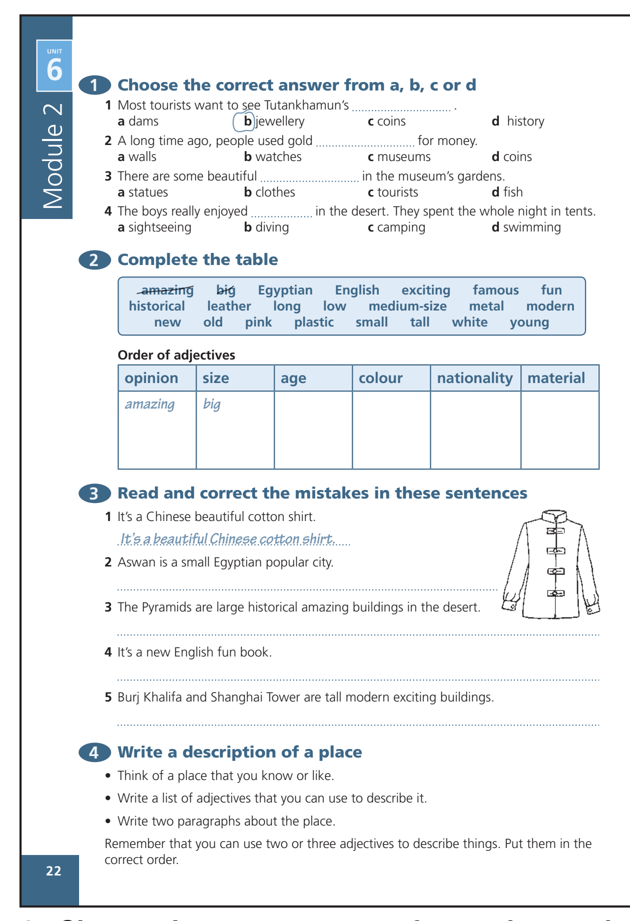
3 Then give the students some objects to describe, for example, a motorbike, a dress, a book. Ask them to work in pairs to make sentences with at least two adjectives, using the table as a reference.

4 Ask the pairs to read their sentences to the class, to check answers.

***Answers:***

b Students' own answers

## WB Page 22



UNIT 6

Module 2

**1 Choose the correct answer from a, b, c or d**

1 Most tourists want to see Tutankhamun's .................................. .
a dams b jewellery c coins d history

2 A long time ago, people used gold .................................. for money.
a walls b watches c museums d coins

3 There are some beautiful .................................. in the museum's gardens.
a statues b clothes c tourists d fish

4 The boys really enjoyed .................... in the desert. They spent the whole night in tents.
a sightseeing b diving c camping d swimming

**2 Complete the table**

~~amazing~~ ~~big~~ Egyptian English exciting famous fun historical leather long low medium-size metal modern new old pink plastic small tall white young

Order of adjectives

| opinion | size | age | colour | nationality | material |
|---|---|---|---|---|---|
| *amazing* | *big* | | | | |

**3 Read and correct the mistakes in these sentences**

1 It's a Chinese beautiful cotton shirt.
*It's a beautiful Chinese cotton shirt.*

2 Aswan is a small Egyptian popular city.
..................................................

3 The Pyramids are large historical amazing buildings in the desert.
..................................................

4 It's a new English fun book.
..................................................

5 Burj Khalifa and Shanghai Tower are tall modern exciting buildings.
..................................................

**4 Write a description of a place**

- Think of a place that you know or like.
- Write a list of adjectives that you can use to describe it.
- Write two paragraphs about the place.

Remember that you can use two or three adjectives to describe things. Put them in the correct order.

22

### 1 Choose the correct answer from a, b, c or d

1 Ask the students to read the sentences and options and explain that they have to complete each sentence with the correct word.

2 Students complete the task in pairs.

3 Check the answers with the whole class.

**Answers:**

2 d 3 a 4 c

### 2 Complete the table

1 Write the headings from the table on the board and invite the students to come to the board and write any adjectives they know in columns under the headings. Ask the rest of the class to say whether they are correct.

2 Then ask the students to complete the table in pairs, using the adjectives in the box.

3 Check the answers as a whole class.

**Answers:**

| opinion | size | age | colour | nationality | material |
|---|---|---|---|---|---|
| amazing<br>exciting<br>famous<br>fun | big<br>long<br>low<br>medium-size<br>small<br>tall | historical<br>modern<br>new<br>old<br>young | pink<br>white | Egyptian<br>English | leather<br>metal<br>plastic |

### 3 Read and correct the mistakes in these sentences

1 Write the example incorrect sentence on the board and ask the students to say what is wrong with it. Then ask them to look at the example answer to check their ideas.

2 The students correct the mistakes in the rest of the sentences.

3 Invite different students to read out the corrected sentences.

**Answers:**

2 Aswan is a popular small Egyptian city.
3 The Pyramids are amazing large historical buildings in the desert.
4 It's a fun new English book.
5 Burj Khalifa and Shanghai Tower are exciting tall modern buildings.

### 4 Write a description of a place

1 Ask the students to read the instructions and discuss their ideas in pairs.

2 The students then write their description. They should write their answer in their notebooks. Remind them to use any adjectives in the correct order, referring to the table in exercise 2 to help.

3 Go round and monitor while they are working, helping where necessary. Then invite different students to read out their descriptions. Ask them to vote on which place sounds the nicest to visit.

**Answers:**

Students' own answers

# Assessment

## Speaking task

***Outcome: to ask for and express clarification***

Use SB page 30, exercise 1

Talk about some of the activities from exercise 1 and ask the students to respond appropriately, for example, say *I have sailed around an island!* to prompt, for example, *Sorry, could you say that again, please?*

Assess them on their correct use of the phrases for asking for and expressing clarification.

## Reading task

***Outcome: to understand a text about our world***

Use SB page 28, exercise 3 text

Write the following statements on the board:

**1 The Atacama Desert is the hottest in the world. 2 Nobody lives in the Atacama Desert. 3 Some rainforest tribes have never met people who do not live in the rainforest. 4 It has never snowed in Cairo. 5 Some of the ice in Antarctica has never melted.**

Students read the text again and decide whether the statements are true or false.

## Writing task

***Outcome: to write sentences using the present perfect with* ever *and* never**

Students each write three questions using *ever*. They then exchange these with a partner, who writes their answers using short answers and *never* where appropriate.

## Listening task

***Outcome: to understand a conversation about places***

Use the tapescript for SB page 30, exercises 3 and 4

Write the following questions on the board:

**1 Where will they visit a temple? 2 Which city will they go sailing near? 3 What else will they do at the island? 4 What will they do in the desert?**

Play the recording for the students to answer the questions.

## REVIEW B

**SB pages 33-34**
**WB pages 23-26**

### LESSON 1 SB page 33

**Outcomes**

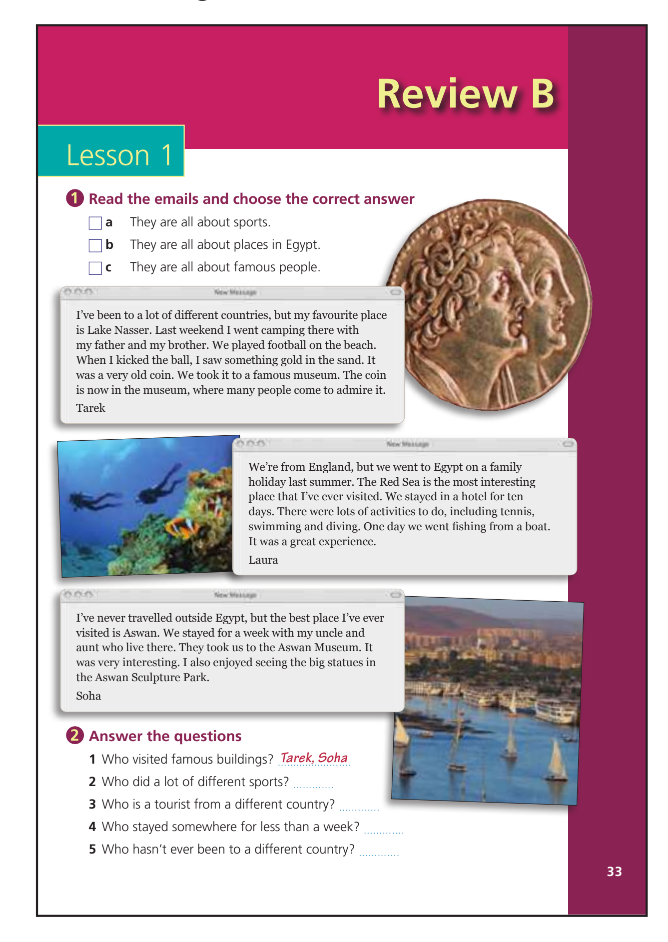
• To review and practise the vocabulary and structures of Units 4-6

**Before using the book:**

• Ask the students what the themes of Module 2 were (*sports, people who we admire, important places*). Ask what they enjoyed learning about most, and why.

• Elicit the grammar points they have practised (*defining relative clauses, the present perfect, the present perfect with* ever *and* never) and any of the rules that they remember.

**SB Page 33**



# Review B

## Lesson 1

**1 Read the emails and choose the correct answer**

☐ **a** They are all about sports.
☐ **b** They are all about places in Egypt.
☐ **c** They are all about famous people.

I've been to a lot of different countries, but my favourite place is Lake Nasser. Last weekend I went camping there with my father and my brother. We played football on the beach. When I kicked the ball, I saw something gold in the sand. It was a very old coin. We took it to a famous museum. The coin is now in the museum, where many people come to admire it.
Tarek

We're from England, but we went to Egypt on a family holiday last summer. The Red Sea is the most interesting place that I've ever visited. We stayed in a hotel for ten days. There were lots of activities to do, including tennis, swimming and diving. One day we went fishing from a boat. It was a great experience.
Laura

I've never travelled outside Egypt, but the best place I've ever visited is Aswan. We stayed for a week with my uncle and aunt who live there. They took us to the Aswan Museum. It was very interesting. I also enjoyed seeing the big statues in the Aswan Sculpture Park.
Soha

**2 Answer the questions**

1 Who visited famous buildings? *Tarek, Soha*
2 Who did a lot of different sports? ..........
3 Who is a tourist from a different country? ..........
4 Who stayed somewhere for less than a week? ..........
5 Who hasn't ever been to a different country? ..........

33

### 1 Read the emails and choose the correct answer

1 Tell the students that they are going to review and consolidate what they have learned in Module 2 in Review B.

2 Ask them to look at the pictures, identify what they show and predict what the emails might be about (*from top to bottom: an old gold coin, people diving in the Red Sea, the city of Aswan*).

3 They then read the emails and choose the correct answer.

4 Check the answer as a whole class. Then ask the students whether they have been to any of the places and what they did there.

***Answer:***

b

### 2 Answer the questions

1 Ask the students to read the example question and answer.

2 Ask them to work individually to answer the questions and then check their answers with a partner.

3 Invite different students to give their answers and read out the relevant part of the text.

4 Find out whether anyone in the class has travelled abroad and where they have been.

***Answers:***

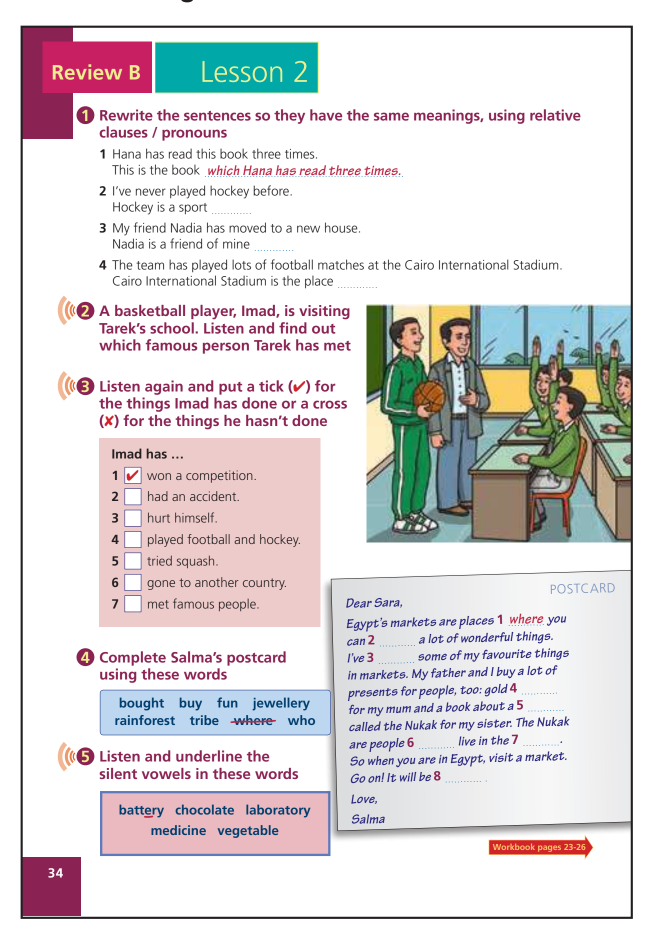
| | |
|---|---|
| 2 Laura | 3 Laura |
| 4 Tarek | 5 Soha |

### LESSON 2 SB page 34

**Outcomes**

• To review and practise the vocabulary and structures of Units 4-6

## SB Page 34



Review B Lesson 2

1 Rewrite the sentences so they have the same meanings, using relative clauses / pronouns

1 Hana has read this book three times.
This is the book which Hana has read three times.
2 I've never played hockey before.
Hockey is a sport ...........
3 My friend Nadia has moved to a new house.
Nadia is a friend of mine ...........
4 The team has played lots of football matches at the Cairo International Stadium.
Cairo International Stadium is the place ...........

2 A basketball player, Imad, is visiting Tarek's school. Listen and find out which famous person Tarek has met

3 Listen again and put a tick (✓) for the things Imad has done or a cross (✗) for the things he hasn't done

Imad has ...
1 ✓ won a competition.
2 had an accident.
3 hurt himself.
4 played football and hockey.
5 tried squash.
6 gone to another country.
7 met famous people.

4 Complete Salma's postcard using these words

bought buy fun jewellery rainforest tribe ~~where~~ who

POSTCARD

Dear Sara,
Egypt's markets are places 1 where you can 2 ........... a lot of wonderful things. I've 3 ........... some of my favourite things in markets. My father and I buy a lot of presents for people, too: gold 4 ........... for my mum and a book about a 5 ........... called the Nukak for my sister. The Nukak are people 6 ........... live in the 7 ............ So when you are in Egypt, visit a market. Go on! It will be 8 ........... .
Love,
Salma

5 Listen and underline the silent vowels in these words

batt<u>e</u>ry chocolate laboratory medicine vegetable

Workbook pages 23-26

34

### 1 Rewrite the sentences so they have the same meanings, using relative clauses/pronouns

1 Ask the students to read the example and then elicit the appropriate relative pronoun for each sentence.

2 Ask the students to complete the rest of the sentences in pairs. Go round and monitor while they are working, helping where necessary.

3 Check the answers as a whole class.

***Answers:***

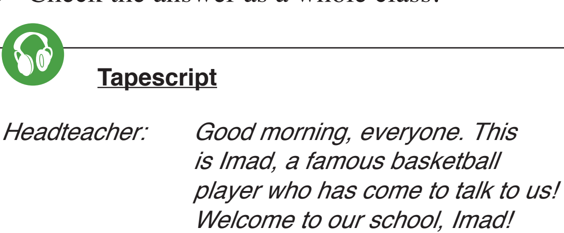
2 which/that I've never played before.
3 who has moved to a new house.
4 where the team has played lots of football matches.

### 2 A basketball player, Imad, is visiting Tarek's school. Listen and find out which famous person Tarek has met

1 Ask the students to look at the picture in exercise 2 and say where it is (*in a school*) and who they think the person in the picture with a ball is (*a basketball player*).

2 Play the recording for the students to listen for the answer.

3 Check the answer as a whole class.



**Tapescript**

*Headteacher:* *Good morning, everyone. This is Imad, a famous basketball player who has come to talk to us! Welcome to our school, Imad!*
*Imad:* *Thank you. It's nice to meet you all.*
*Headteacher:* *I'm sure the students have got questions for you. Tarek, what question do you want to ask Imad?*
*Tarek:* *Have your team ever won a competition?*
*Imad:* *Yes, we have! We played against international teams from Tunisia and Morocco. We won the final!*
*Hassan:* *Have you ever hurt yourself?*
*Imad:* *Do you mean have I had an accident during a game?*
*Hassan:* *Yes, have you had an accident during a basketball game?*
*Imad:* *Yes, I have. But I didn't hurt myself very much.*
*Ahmed:* *What other sports do you play?*
*Imad:* *I haven't got much time to play other sports. I've tried football and hockey, but I'm not very good at them.*
*Fady:* *What about squash?*
*Imad:* *I've never played squash. I'd like to learn. It would be a good sport to play.*
*Hassan:* *Have you ever been to another country?*
*Imad:* *Yes, I've been to Kenya and India.*
*Tarek:* *Have you ever met famous people in other sports?*
*Imad:* *I've met a lot of sportspeople, but no one famous. Have you met any famous people, Tarek?*
*Tarek:* *Yes, I've just met you!*

***Answers:***

He has met Imad, a famous basketball player.

### 3 Listen again and put a tick (✓) for the things Imad has done or a cross (✗) for the things he hasn't done

1 Ask the students to read the list and decide together in pairs what they think the correct answers are.

2 Then play the recording again and ask the students to listen and put ticks or crosses according to what they hear.

3 Ask the pairs to compare their answers with another pair and play the recording again if necessary.

4 Check the answers as a whole class.

5 Do a quick class survey to find out who has done the things in the list. Ask *Who has won a competition?* and so on, asking for a show of hands. Find out which students have done the most things.

***Answers:***

| | |
|---|---|
| 2 [✓] | 3 [✗] |
| 4 [✓] | 5 [✗] |
| 6 [✓] | 7 [✗] |

### 4 Complete Salma's postcard using these words

1 Point to the postcard that Salma has written and ask the students to read it. Ask them to think about which words might go in the gaps (without referring to the words in the box).

2 Now ask them to look at the words in the box and complete the exercise in pairs.

3 Invite different students to read out the lines of the postcard, asking the rest of the class to listen and say whether the correct word has been chosen.

***Answers:***

| | | |
|---|---|---|
| 2 buy | 3 bought | 4 jewellery |
| 5 tribe | 6 who | 7 rainforest |
| 8 fun | | |

### 5 Listen and underline the silent vowels in these words

1 Ask the students if they can remember any words with silent letters, e.g. *climb*. Tell them they are going to learn some words with silent vowels.

2 Ask them to look at the words in the box and elicit the meanings of the words.

3 Play the recording and ask the students to underline the silent vowels in the words.

4 Check answers as a class and play the recording again to confirm if necessary.

**Tapescript**

*battery chocolate laboratory medicine vegetable*

***Answers:***

chocolate, laboratory, medicine, vegetable

## Practice Test 2a

### 1 Listen and choose the correct answer from a, b, c or d

**Tapescript**

*Hassan: Sami, this is my friend, Ahmed. He plays basketball.*
*Sami: Hello, Ahmed. There's a basketball competition on Saturday afternoon. Let's all play!*
*Hassan: All right!*
*Ahmed: OK!*

### 2 Listen and answer the following questions

**Tapescript**

*Samya: Mona, I want to get fit.*
*Mona: That's great, Samya! What are you going to do?*
*Samya: Let's play tennis.*
*Mona: I'm too tired.*
*Samya: Oh, come on, it'll be fun!*

## Practice Test 2b

### 1 Listen and choose the correct answer from a, b, c or d

**Tapescript**

*Sherif: Taha, look at this picture. This is my friend, Andy. He's from Ireland.*
*Taha: Wow! Look at all that snow! I've never seen snow before, Sherif!*

### 2 Listen and answer the following questions

**Tapescript**

*Taha Hussein is a famous Egyptian writer. He could see when he was two. At six, he couldn't see, but he could read and write.*

# Practice Test 2a

## A Listening

### 1 Listen and choose the correct answer from a, b, c or d:

1 Has Sami met Ahmed before today?

a Yes, he has. (b) No, he hasn't. c We don't know. d No, he won't.

2 Who agrees to play in the competition?

a Sami and Ahmed b Hassan and Sami (c) all of them d Nobody

3 When is the competition?

(a) on Saturday afternoon b tonight c on Friday morning d next week

### 2 Listen and answer the following questions:

1 What is Samya trying to do? She is trying to get fit.

2 What sport does Samya suggest? tennis

3 Why does Samya say, "Oh, come on, it'll be fun!"?
Because Mona does not want to play. She says she is too tired.

## B Language Functions

### 3 Complete the following dialogue:

*Mona and her teacher are discussing the wind.*

**Teacher:** One of the windiest places on earth is Cape Denison.
**Mona:** 1 ........Sorry............, can you 2 ........repeat.......... that, please?
**Teacher:** Yes, Cape Denison. It's in Antarctica. In 1913, scientists measured the 3 .......wind............... at 153 kilometres an hour.
**Mona:** Do you 4 .........mean............ that the wind is that strong all the time?
**Teacher:** No, but it was that strong for an hour.
**Mona:** That's very interesting.

### 4 Supply the missing parts in the following two mini-dialogues:

1 **Munir:** Let's play squash.
**Hatem:** I'm tired. I'd like to go home.
**Munir:** Oh, come on, it'll be fun! / Oh, go on!
**Hatem:** All right! I'll play!

2 **Amal:** Nahla, have you met my teacher, Miss Amira?
**Nahla:** How do you do?
**Miss Amira:** Pleased to meet you. / It's nice to meet you.

## C Reading Comprehension

### 5 Read the following, then answer the questions:

Have you ever been to a place where it rained profusely? Mawsynram in India is the rainiest place on earth. It has nearly 12 metres of rain a year! Mawsynram has many trees and plants, but there is too much water to grow crops. Nearly all the people who live here carry umbrellas.

However, in 1861, another town had even more rain than Mawsynram. Cherrapunji had more than 26 metres of rain! The town is about 13 kilometres east of Mawsynram. No town has had more rain than that in one year.

1 What is unusual about Mawsynram? It is the rainiest place on earth.
2 Why can't farmers grow crops? Because there is too much water.
3 What is Cherrapunji? It is another town.
4 People who live here usually ..........
a grow food (b) carry umbrellas c travel by bus d become farmers
5 The underlined word profusely means: ..........
a never (b) a lot c not often d not always

## D The Reader

**6 a. Put the events into the correct order:**

[3] Crusoe lived alone on the island.
[2] Crusoe's ship sank.
[1] Crusoe swam back to the ship before it sank and collected things from it.
[4] After three years on the island, Crusoe spent four months building a big boat.

**b. Answer the following questions:**

1 How does Crusoe take things from the ship to the beach? He uses a small raft.
2 What was the problem with the first boat Crusoe built? It was too big to move into the sea.
3 Why do you think Crusoe taught the parrot some words? Students' own answers
4 Why do you think that Crusoe wrote a diary? Students' own answers

## E Vocabulary and Structure

**7 Choose the correct answer from a, b, c or d:**

1 That is the stadium .......... my favourite team play.
(a) where b who c what d which
2 Tennis is a sport .......... I've always been good at.
a who (b) which c where d what
3 .......... you finished your homework, Warda?
a Has b Did c Had (d) Have
4 I've been to Cairo but I .......... been to Luxor.
a not (b) haven't c never d have
5 The final match of the tennis .......... is on Saturday.
(a) competition b exam c stadium d lesson
6 The students are ........... They come from many different countries.
a expensive b local (c) international d ancient
7 Did you win a .......... when you won the competition?
a tribe (b) prize c degree d picnic
8 This key is one of many historical .......... in the museum.
(a) objects b buildings c sites d pavements

**8 Read and correct the underlined words:**

1 That's the man <u>which</u> bought our old car. who
2 Have you ever <u>go</u> to the desert? been
3 Telegrams are <u>electric</u> letters. electronic
4 In the past, gold <u>camps</u> were used for money. coins

## F Writing

**9 Write a paragraph of six (6) sentences about a sport that you really like.** Students' own answers

# Practice Test 2b

## A Listening

### 1 Listen and choose the correct answer from a, b, c or d:

1 Who is Andy?

(a) Sherif's friend    b Taha's friend    c Taha's cousin    d Sherif's cousin

2 Where is Andy from?

(a) Ireland    b north of England    c south of England    d New England

3 How many times has Taha seen snow before?

(a) none    b one time    c twice    d three times

### 2 Listen and answer the following questions:

1 Who is Taha Hussein? He is a famous Egyptian writer.

2 What could he do when he was two years old? He could see.

3 Could he read and write when he was six? Yes, he could.

## B Language Functions

### 3 Complete the following dialogue:

*Tamer is introducing his cousin to Karim.*

**Tamer:** Hi, Karim. This is my cousin, Samir. He lives in Jordan.
**Samir:** It's nice to **1** ...meet... you, Karim.
**Karim:** Pleased to meet you too, Samir. **2** ...Have... you visited Cairo before?
**Samir:** No, I **3** ...haven't..., but I've been to Siwa.
**Karim:** Do you mean that you've been to Siwa but not to Cairo?
**Samir:** That's right! I **4** ...went/visited... there with my university.

### 4 Supply the missing parts in the following two mini-dialogues:

1 **Munir:** There are 28 letters in the Arabic alphabet but only 26 in English.
**Hatem:** Do you mean that Arabic has more letters?
**Munir:** That's right.

2 **Nabila:** I visited a town in England called Bury.
**Reem:** Sorry, could you say that again, please? / Sorry, can you repeat that, please?
**Nabila:** Yes, I said that I visited a town in England called Bury.

## C Reading Comprehension

### 5 Read the following, then answer the questions:

One of the most famous stadiums in the world is the Maracana Stadium in Rio de Janeiro, Brazil. The stadium takes its name from the Maracana River. It opened in 1950 for the football World Cup. Brazil won the final, which nearly 200,000 people watched in the stadium. That is the most people who have ever watched a World Cup final! The stadium was changed for the 2014 World Cup finals and now has seats for about 78,000 people. You can watch many of Brazil's important football games here. Many other sports are also played in the stadium. This was the place where the 2016 Olympic Games began and finished.

1 What was unusual about the 1950 World Cup final?
*It had the most people who have ever watched a World Cup final.*
2 What happened in the stadium in 2016?
*The 2016 Olympic Games began and finished at the stadium.*
3 What does the underlined its refer to? *the stadium*
4 Today, the stadium is .............................. than it was in 1950.
(a) smaller b larger c more important d less famous
5 You can watch .............................. at the Maracana Stadium.
a only football (b) many sports
c only the Olympic Games d only important football matches

## D The Reader

### 6 a. Put the events into the correct order::

[4] Crusoe was afraid, so he made his fort stronger.
[1] Crusoe cut down a very large tree and spent four months building a boat.
[3] One day while walking along the beach, Crusoe saw a man's footprint.
[2] Crusoe learned to make clothes from animal skins.

### b. Answer the following questions:

1 What things did Crusoe first take from the ship and why?
*He took food because this was the thing he needed most.*
2 Why did Crusoe make some pots? *So that he had something to cook in.*
3 How do you think the compass helped Crusoe? *Students' own answers*
4 Why do you think Crusoe wanted to sail around the island? *Students' own answers*

## E Vocabulary and Structure

### 7 Choose the correct answer from a, b, c or d:

1 Mr Tamer is the man .............................. lives next to me.
a which b where (c) who d he
2 Hamdi has .............................. to England. He'll be home next week.
(a) gone b been c go d went
3 Some people have .............................. seen snow.
a ever b can't c no (d) never
4 Have you ever .............................. English food?
a ate b eat (c) eaten d eating
5 That woman is .............................. Her photo is in all the newspapers.
a hero! b graduate! (c) famous! d good!
6 There was an .............................. outside the school today, but no one was hurt.
a island (b) accident c invention d ankle
7 When we visited the rainforest, it was an amazing .............................. .
a interview b experiment c airmail (d) experience
8 You should be .............................. when you visit the library.
a fun b wonderful c quick (d) quiet

### 8 Read and correct the underlined words:

1 The teacher where teaches us maths is very friendly. *who*
2 Ali's friend has wrote him an email. *has written*
3 I really amaze my mother because she does so much for us. *admire*
4 I enjoy sitting on the island in Alexandria and watching the sea. *beach*

## F Writing

### 9 Write an email to your friend about a famous place you would like to visit. Your name is Nabil(a) and your friend's name is Fareed(a).

*Students' own answers. Answer should include to, from and subject.*

UNIT **7**

# What's on TV?

**SB pages 35–39 WB pages 27–29**

## Objectives

**Grammar**
The present perfect tense with *just*, *yet* or *already*

**Reading**
Reading television listings

**Listening**
Listening to a conversation about TV

**Speaking**
Asking for and making recommendations

**Writing**
Writing an email about TV programmes

## LESSON 1 SB page 35

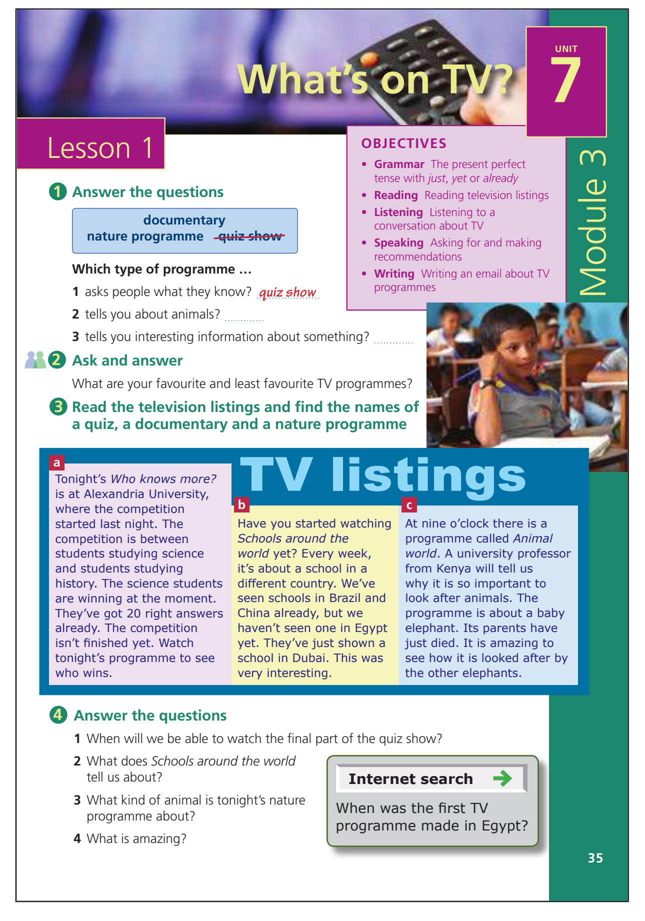
### Outcomes

- To talk about TV programmes
- To read television listings and answer questions
- To carry out an internet search about the first TV programme made in Egypt

**Before using the book:**

- Write the title of the unit **What's on TV?** on the board and ask the students to work in small groups to brainstorm a list of types of programmes.
- Invite the groups to read out their lists and write the different programme types on the board. Leave the list on the board for Lesson 1.
- Hold a short class discussion about TV. Ask the students what they watch at home with their families, and who has control of what they watch on TV. Ask whether there is a limit to how much TV they are allowed to watch each day, and whether they think TV is a good thing or a bad thing and why.

SB Page 35



What's on TV?

UNIT 7

Module 3

Lesson 1

OBJECTIVES
- **Grammar** The present perfect tense with *just, yet* or *already*
- **Reading** Reading television listings
- **Listening** Listening to a conversation about TV
- **Speaking** Asking for and making recommendations
- **Writing** Writing an email about TV programmes

**1 Answer the questions**

documentary
nature programme ~~quiz show~~

Which type of programme …
1 asks people what they know? *quiz show*
2 tells you about animals? ……
3 tells you interesting information about something? ……

**2 Ask and answer**

What are your favourite and least favourite TV programmes?

**3 Read the television listings and find the names of a quiz, a documentary and a nature programme**

**TV listings**

a Tonight's *Who knows more?* is at Alexandria University, where the competition started last night. The competition is between students studying science and students studying history. The science students are winning at the moment. They've got 20 right answers already. The competition isn't finished yet. Watch tonight's programme to see who wins.

b Have you started watching *Schools around the world* yet? Every week, it's about a school in a different country. We've seen schools in Brazil and China already, but we haven't seen one in Egypt yet. They've just shown a school in Dubai. This was very interesting.

c At nine o'clock there is a programme called *Animal world*. A university professor from Kenya will tell us why it is so important to look after animals. The programme is about a baby elephant. Its parents have just died. It is amazing to see how it is looked after by the other elephants.

**4 Answer the questions**

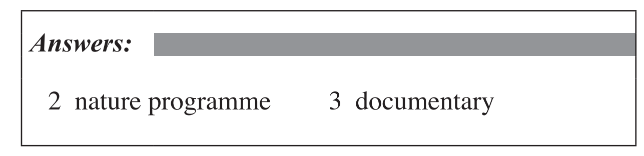
1 When will we be able to watch the final part of the quiz show?
2 What does *Schools around the world* tell us about?
3 What kind of animal is tonight's nature programme about?
4 What is amazing?

**Internet search**
When was the first TV programme made in Egypt?

35

### 1 Answer the questions

1. Draw attention to the Objectives box on page 35, which refers to the objectives of the unit, and explain in Arabic if necessary.
2. Now ask the students to read the questions in exercise 1. Put them into pairs to answer the questions, using the programmes in the box.
3. Check the answers as a whole class.
4. Drill pronunciation of the programme types and hold a class vote on which of the three programme types is the most popular. Ask the students why they like each type of programme.



***Answers:***

2 nature programme 3 documentary

### 2 Ask and answer

1. Ask the students to look at the photo and ask *What can you see?* (*a child at school in Brazil*).
2. Ask the students to discuss in small groups their favourite and least favourite programmes, using the list they created earlier on the board.

3 Invite the students to share their ideas with the rest of the class and explain the reasons for their choices.

> ***Answers:***
>
> Students' own answers

### 3 Read the television listings and find the names of a quiz, a documentary and a nature programme

1 Ask the students to read the TV listings quickly and to find the names of the programmes. Tell them not to worry about any words they don't know at this point.

2 Check the answers as a whole class.

> ***Answers:***
>
> A quiz: *Who knows more?*
> A documentary: *Schools around the world*
> A nature programme: *Animal world*

### 4 Answer the questions

1 Ask the students to read the questions and discuss them in pairs without referring back to the text.

2 Then ask them to read the television listings in exercise 3 again and find the answers. The students do this individually and then check their answers with a partner.

3 Invite different students to give their answers.

4 Ask them whether there are any words in the text they don't know and encourage them to try to work out the meaning from the context.

5 Finally, ask the students which of the programmes they would like to watch and why.

> ***Answers:***
>
> 1 We'll be able to watch the final part of the quiz show tonight.
> 2 It tells us about schools in different countries.
> 3 Tonight's nature programme is about elephants.
> 4 It is amazing to see how the baby elephant is looked after by the other elephants.

### Internet search

1 Brainstorm a list of famous Egyptian TV programmes, old and new. Ask the students which programme they think was the first programme made in Egypt.

2 Ask the students to look at the Internet search box and to work in pairs to carry out their research.

3 Invite different students to tell the rest of the class what they found out.

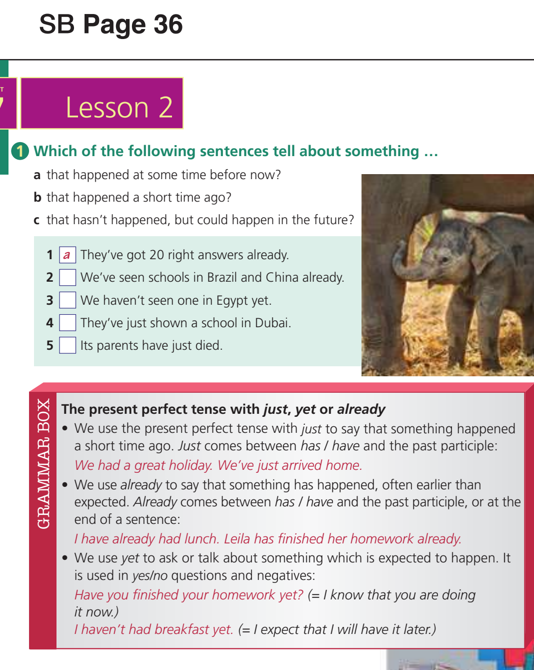
> ***Answer:***
>
> The first programme was a Qur'anic recitation.

## LESSON 2 SB page 36 WB page 27

### Outcomes

- To use the present perfect with *just, yet* or *already*
- To talk about what you have done today

### SB Page 36



UNIT 7 Lesson 2

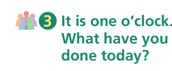
1 Which of the following sentences tell about something …
a that happened at some time before now?
b that happened a short time ago?
c that hasn't happened, but could happen in the future?

1 [a] They've got 20 right answers already.
2 [ ] We've seen schools in Brazil and China already.
3 [ ] We haven't seen one in Egypt yet.
4 [ ] They've just shown a school in Dubai.
5 [ ] Its parents have just died.

GRAMMAR BOX

**The present perfect tense with *just, yet* or *already***
- We use the present perfect tense with *just* to say that something happened a short time ago. *Just* comes between *has / have* and the past participle:
*We had a great holiday. We've just arrived home.*
- We use *already* to say that something has happened, often earlier than expected. *Already* comes between *has / have* and the past participle, or at the end of a sentence:
*I have already had lunch. Leila has finished her homework already.*
- We use *yet* to ask or talk about something which is expected to happen. It is used in *yes/no* questions and negatives:
*Have you finished your homework yet?* (= *I know that you are doing it now.*)
*I haven't had breakfast yet.* (= *I expect that I will have it later.*)

2 Complete the sentences with *just, yet* or *already*
1 Lamia is only three, so she can't read or write *yet*.
2 I'm not going to watch that programme. I've seen it …… .
3 Hatem has been to Alexandria ……, but he hasn't been to Luxor.
4 The bus has …… left! I can see it over there.



3 It is one o'clock. What have you done today?

Workbook page 27

36

### 1 Which of the following sentences tell about something …

1. Ask the students to look at the photo and ask *What can you see?* (*a baby elephant*).
2. Ask them to read sentences 1–5 and say what tense is used (*present perfect*). Elicit what the students already know about the present perfect (*it is used to talk about a time before now*).
3. Then ask the students to read descriptions a–c and work in pairs to label sentences 1–5 with the correct letter.
4. Check the answers as a whole class. Ask the students which words helped them to decide (just, yet *and* already).
5. Ask the students to read the first point in the Grammar box and to match the rule with the sentences in exercise 1 (*4 and 5*). Then repeat the process with the second and third points (*second point = sentences 1 and 2; third point = sentence 3*).

***Answers:***

2 a    3 c    4 b    5 b

### 2 Complete the sentences with *just, yet* or *already*

1. Ask the students to look at the picture in exercise 2 and ask what is happening (*the bus is leaving*). Ask *Did it happen a short time ago or a long time ago?* (*a short time ago*).
2. Ask the students to read the example sentence and encourage a stronger student to explain why *yet* is the correct answer (*because the sentence is negative, and we know that three-year-olds can't normally read or write*).
3. Ask the students to work in pairs to complete the exercise. Remind them to use the Grammar box for reference.
4. Invite different students to say which word completes each sentence, and why.

***Answers:***

2 already    3 already    4 just

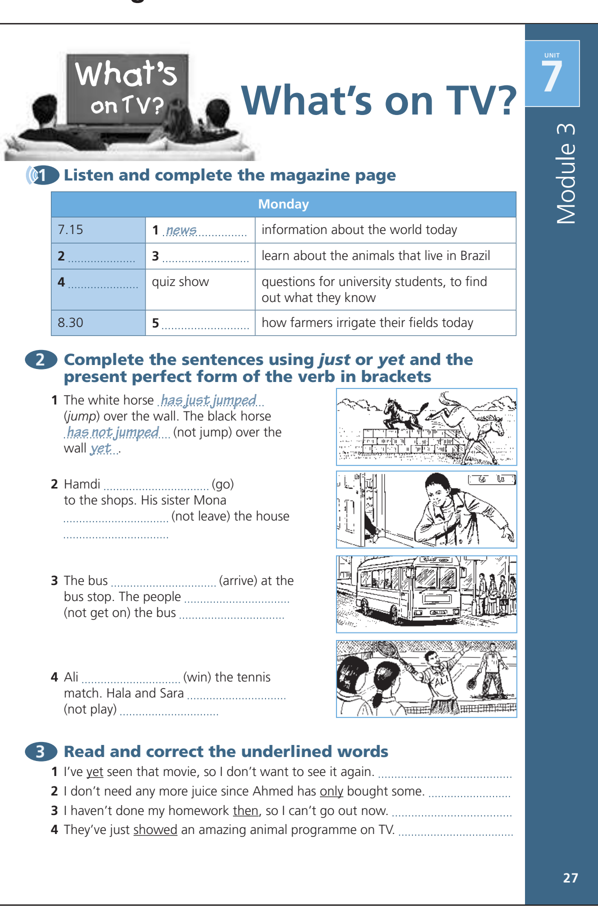
### 3 It is one o'clock. What have you done today?

1. Tell the students that it is one o'clock. Ask two students to read out the sentences shown in the speech bubbles. Invite some alternative ideas for completing the sentences.
2. Then tell the students what you have already done today, what you've just done, and what you haven't done yet, for example, *I've already taught a class this morning. We've just finished exercise 2. I haven't had lunch yet.*
3. Ask the students to work in small groups to tell each other what they've already done, what they've just done and what they haven't done yet. Remind them to pretend that it is one o'clock. Monitor while they are working.
4. Invite different students to tell the rest of the class about a member of their group.
5. Repeat the exercise by asking a student to call out a time, and inviting two or three students to say what they've already done, have just done and haven't done yet.

***Answers:***

Students' own answers

### WB Page 27



UNIT 7

Module 3

# What's on TV?

**1 Listen and complete the magazine page**

| Monday | | |
|---|---|---|
| 7.15 | 1 *news* | information about the world today |
| 2 ........ | 3 ........ | learn about the animals that live in Brazil |
| 4 ........ | quiz show | questions for university students, to find out what they know |
| 8.30 | 5 ........ | how farmers irrigate their fields today |

**2 Complete the sentences using *just* or *yet* and the present perfect form of the verb in brackets**

1 The white horse *has just jumped* (*jump*) over the wall. The black horse *has not jumped* (not jump) over the wall *yet*.

2 Hamdi ........ (go) to the shops. His sister Mona ........ (not leave) the house ........

3 The bus ........ (arrive) at the bus stop. The people ........ (not get on) the bus ........

4 Ali ........ (win) the tennis match. Hala and Sara ........ (not play) ........



**3 Read and correct the underlined words**

1 I've yet seen that movie, so I don't want to see it again. ........
2 I don't need any more juice since Ahmed has only bought some. ........
3 I haven't done my homework then, so I can't go out now. ........
4 They've just showed an amazing animal programme on TV. ........

27

### 1 Listen and complete the magazine page

1 Elicit the types of TV programmes that the students have talked about so far in the unit.

2 Then ask them to read the magazine page and explain that they are going to listen to a conversation and to complete the information. Ask them to predict the information for 3 and 5.

3 Play the recording while the students listen and complete the table. Then ask them to compare answers with a partner.

4 Check the answers as a whole class.

**Tapescript**

| | |
|---|---|
| *Boy 1:* | *Let's watch TV. What's on tonight, Hassan?* |
| *Hassan:* | *The news is at quarter past seven. After that, there is a nature programme about animals that live in Brazil.* |
| *Boy 1:* | *That sounds interesting. What time is it?* |
| *Hassan:* | *It starts at seven forty-five. I recommend that we watch the quiz show at eight o'clock. It's very good.* |
| *Boy 1:* | *OK, I like quiz shows. What's on after the quiz show?* |
| *Hassan:* | *At half past eight, there's a documentary. It's about how farmers irrigate their fields today.* |
| *Boy 1:* | *I like the sound of that. The documentary will help me with my school work. Let's watch that, too.* |

***Answers:***

| | |
|---|---|
| 2 7.45 | 3 nature programme |
| 4 8.00 | 5 documentary |

### 2 Complete the sentences using *just* or *yet* and the present perfect form of the verb in brackets

1 Say some regular and irregular verbs and elicit the past participles, for example *go – gone, be – been, write – written*.

2 Then ask the students to look at the pictures and invite different students to describe what is happening in each one, without referring to the texts.

3 Ask them to read the first description and the example answers, and look at the first picture.

4 The students then work in pairs to complete the sentences, using the present perfect with *just* or *yet*.

5 Invite different students to read out the completed sentences to check with the rest of the class.

***Answers:***

2 Hamdi has just gone to the shops. His sister Mona hasn't left the house yet.

3 The bus has just arrived at the bus stop. The people haven't got on the bus yet.

4 Ali has just won the tennis match. Hala and Sara haven't played yet.

### 3 Read and correct the underlined words

1 Ask the students to read the sentences and look at the underlined words. Elicit the correct word for sentence 1 (*already*).

2 Students work in pairs to complete the exercise.

3 Check the answers as a whole class.

***Answers:***

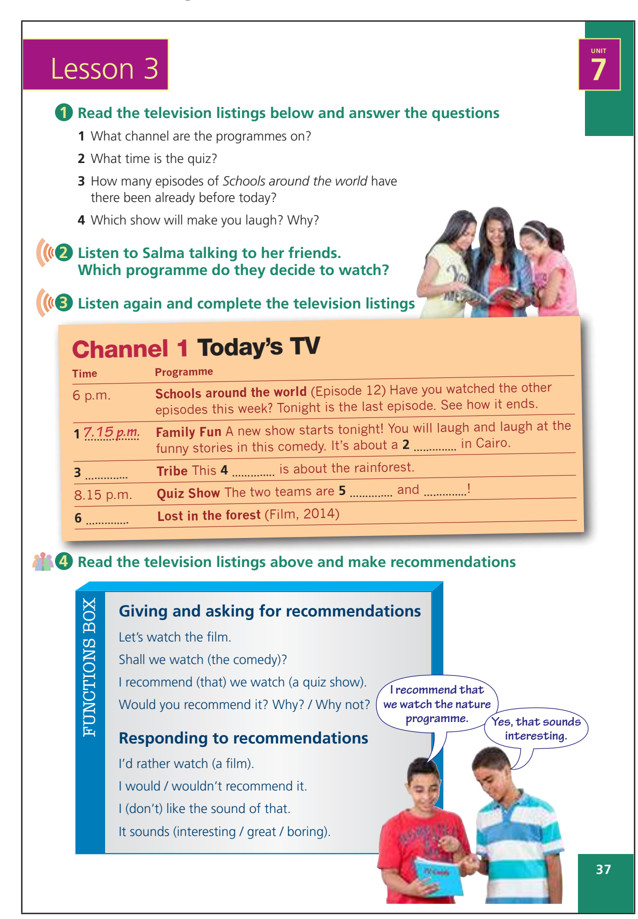
| | | |
|---|---|---|
| 2 just | 3 yet | 4 shown |

## LESSON 3 SB page 37

### Outcomes

- To read television listings and answer questions
- To listen to a conversation about TV
- To give, ask for and respond to recommendations

SB Page 37



Lesson 3

UNIT 7

1 Read the television listings below and answer the questions

1 What channel are the programmes on?
2 What time is the quiz?
3 How many episodes of *Schools around the world* have there been already before today?
4 Which show will make you laugh? Why?

2 Listen to Salma talking to her friends. Which programme do they decide to watch?

3 Listen again and complete the television listings

**Channel 1 Today's TV**

| Time | Programme |
|---|---|
| 6 p.m. | **Schools around the world** (Episode 12) Have you watched the other episodes this week? Tonight is the last episode. See how it ends. |
| 1 7.15 p.m. | **Family Fun** A new show starts tonight! You will laugh and laugh at the funny stories in this comedy. It's about a 2 ............ in Cairo. |
| 3 ............ | **Tribe** This 4 ............ is about the rainforest. |
| 8.15 p.m. | **Quiz Show** The two teams are 5 ............ and ............! |
| 6 ............ | **Lost in the forest** (Film, 2014) |

4 Read the television listings above and make recommendations

FUNCTIONS BOX

**Giving and asking for recommendations**

Let's watch the film.
Shall we watch (the comedy)?
I recommend (that) we watch (a quiz show).
Would you recommend it? Why? / Why not?

**Responding to recommendations**

I'd rather watch (a film).
I would / wouldn't recommend it.
I (don't) like the sound of that.
It sounds (interesting / great / boring).



37

## 1 Read the television listings below and answer the questions

1 Ask the students what Salma is doing in the picture (*looking at the TV listings*).

2 Check the meaning of *channel*, *episode* and *show*, then ask the students to read the TV listings in exercise 3 and answer questions 1–4 in pairs.

3 Check the answers as a whole class, and ask how they usually find out what's on TV.

***Answers:***

1 They are on Channel 1.
2 It's at 8.15 p.m.
3 There have been 11 episodes before now.
4 *Family Fun* will make you laugh because it's a comedy/it's funny.

## 2 Listen to Salma talking to her friends. Which programme do they decide to watch?

1 Tell the students that they are going to listen to Salma and her friends talking about which TV programmes to watch.

2 Ask the students to listen and say which programme they decide to watch, referring to the TV show titles in the television listings in exercise 3. Play the recording.

3 Check the answer as a whole class.

**Tapescript**

*Salma:* *What shall we watch on TV? Have you seen* Schools around the world *yet?*

*Jana:* *Yes, I watched it last night. There's a comedy on now. Let's watch that. It'll make you laugh!*

*Dina:* *What's it about?*

*Jana:* *It's about a family in Cairo. Lots of funny things happen to them all the time.*

*Salma:* *But it started at seven fifteen – that was half an hour ago. So it's almost finished!*

*Dina:* *I'd rather watch a film.*

*Salma:* *There's a film on later, at nine forty-five. The film's called* Lost in the forest. *It sounds exciting.*

*Jana:* *I've seen it already.*

*Dina:* *Would you recommend it?*

*Jana:* *No, I wouldn't recommend it.*

*Salma:* *Why not? What didn't you like about it?*

*Jana:* *It wasn't exciting. I thought that it was boring. Anyway, I'm not interested in films. I recommend that we watch a quiz show. There's one on at eight fifteen, so in half an hour. There are two teams – parents and children. They have to answer lots of different questions.*

*Salma:* *It sounds interesting. But what about* Tribe*? It's a nature programme. It's about the rainforest and the tribes that live there.*

*Dina:* *I like the sound of that. What time is it on?*

*Salma:* *It's on at quarter to eight. Yes, let's watch that.*

*Dina:* *At quarter to eight? So it's just started.*

***Answers:***

They decide to watch the nature programme (*Tribe*).

### 3 Listen again and complete the television listings

1. Ask the students to say what information is missing from the listings (*times and information about the programmes*).
2. Then ask them to listen to Salma and her friends talking again, and complete the information.
3. Play the recording again, pausing if necessary after each answer is heard in order to give the students time to write down their answers.
4. Ask them to compare their answers with a partner before checking the answers as a class.
5. Ask the students which programme from the listings they'd like to watch most.

***Answers:***

| | |
|---|---|
| 2 family | 3 7.45 p.m. |
| 4 nature programme | 5 parents, children |
| 6 9.45 p.m. | |

### 4 Read the television listings above and make recommendations

1. Ask two students to read out the sentences shown in the speech bubbles and say what the children are doing (*giving and responding to a recommendation*).
2. Draw their attention to the Functions box and ask them to read through the phrases. Ask different students to read the phrases aloud to check intonation and pronunciation.
3. If there is time, you could play the recording again and ask the students to make a note of the phrases they hear from the box (*Let's … ; I'd rather … ; Would you recommend it?; I wouldn't recommend it; Why not?; I recommend … ; It sounds interesting; I like the sound of that*).
4. The students work in pairs to give, ask for and respond to recommendations, using the television listings in exercise 3. Go round and monitor, helping where necessary.
5. Invite pairs of students to give, ask for and respond to recommendations. Explain that the same phrases can be used with other verbs to make other kinds of recommendations, for example, *Let's go to the café this afternoon. I'd rather stay at home this evening*.

***Answers:***

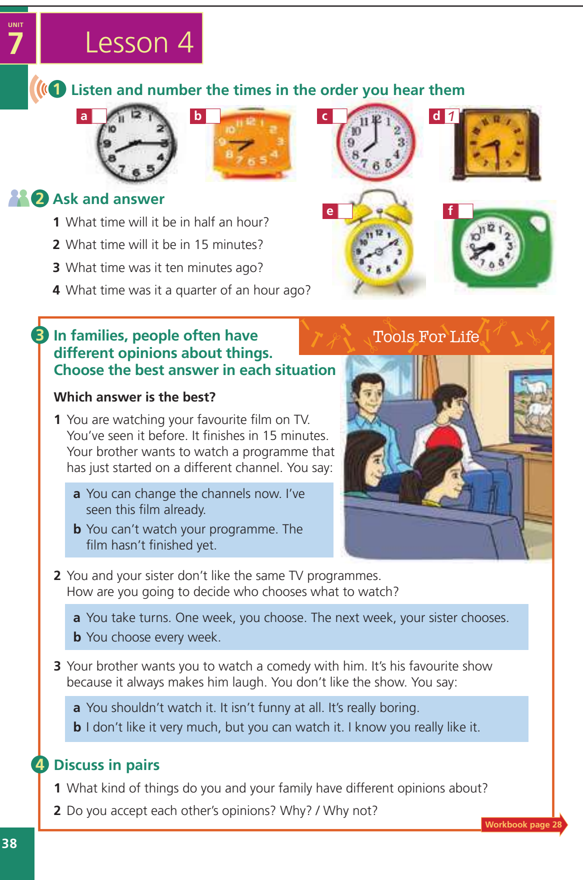
Students' own answers

## LESSON 4 SB page 38 WB page 28

**Outcomes**

- To talk about times
- To discuss having different opinions from others

SB Page 38



Unit 7 Lesson 4

1 Listen and number the times in the order you hear them

a b c d 7

2 Ask and answer

1 What time will it be in half an hour?
2 What time will it be in 15 minutes?
3 What time was it ten minutes ago?
4 What time was it a quarter of an hour ago?

e f

Tools For Life

3 In families, people often have different opinions about things. Choose the best answer in each situation

Which answer is the best?

1 You are watching your favourite film on TV. You've seen it before. It finishes in 15 minutes. Your brother wants to watch a programme that has just started on a different channel. You say:
a You can change the channels now. I've seen this film already.
b You can't watch your programme. The film hasn't finished yet.

2 You and your sister don't like the same TV programmes. How are you going to decide who chooses what to watch?
a You take turns. One week, you choose. The next week, your sister chooses.
b You choose every week.

3 Your brother wants you to watch a comedy with him. It's his favourite show because it always makes him laugh. You don't like the show. You say:
a You shouldn't watch it. It isn't funny at all. It's really boring.
b I don't like it very much, but you can watch it. I know you really like it.

4 Discuss in pairs
1 What kind of things do you and your family have different opinions about?
2 Do you accept each other's opinions? Why? / Why not?

Workbook page 28

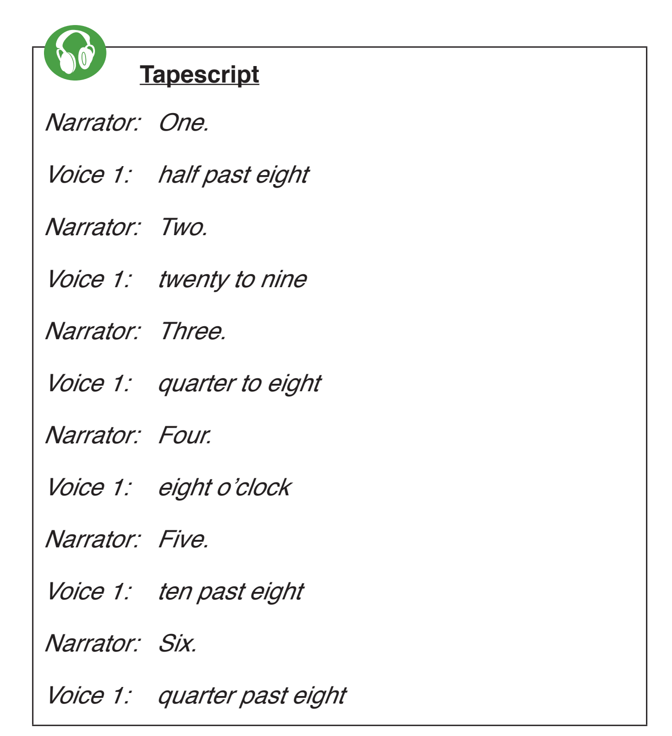
38

### 1 Listen and number the times in the order you hear them

1. Review telling the time by asking different students to say the times on the clocks in exercise 1. If further practice is necessary, draw a clock on the board and repeat the process by drawing different times on the clock.
2. Tell the students that they are going to listen and number the times in the order they hear them.

**3** Play the recording and ask the students to compare their answers with a partner. Play the recording again if necessary.

**4** Check the answers as a whole class.



**Tapescript**

| | |
|---|---|
| *Narrator:* | *One.* |
| *Voice 1:* | *half past eight* |
| *Narrator:* | *Two.* |
| *Voice 1:* | *twenty to nine* |
| *Narrator:* | *Three.* |
| *Voice 1:* | *quarter to eight* |
| *Narrator:* | *Four.* |
| *Voice 1:* | *eight o'clock* |
| *Narrator:* | *Five.* |
| *Voice 1:* | *ten past eight* |
| *Narrator:* | *Six.* |
| *Voice 1:* | *quarter past eight* |

***Answers:***

| | | |
|---|---|---|
| a 6 | b 3 | c 4 |
| d 1 | e 5 | f 2 |

**2 Ask and answer**

1 Ask the students to read the questions. Ask what *in* and *ago* refer to (*the future and the past*). Answer the first question as a whole class if necessary.

2 Ask a student what time it is now and write the time on the board. The students then ask and answer the questions in pairs.

3 Read out each question and ask different students to respond.

***Answers:***

Students' own answers

**3 In families, people often have different opinions about things. Choose the best answer in each situation**

**1** Ask the students to read the question *Which answer is the best?* and the first scenario. Elicit some ideas about what to say. Then ask them to read the two possible answers and discuss in pairs which they think is the best answer and why.

**2** Invite different students to say what they think is the best answer and to explain their reasons.

**3** Repeat the steps with the second and third scenarios.

**4** Encourage the students to conclude that it is best to compromise and find a solution which suits both people.

***Suggested answers:***

| | | |
|---|---|---|
| 1 a | 2 a | 3 b |

**4 Discuss in pairs**

**1** Ask the students to read the questions and discuss them in pairs.

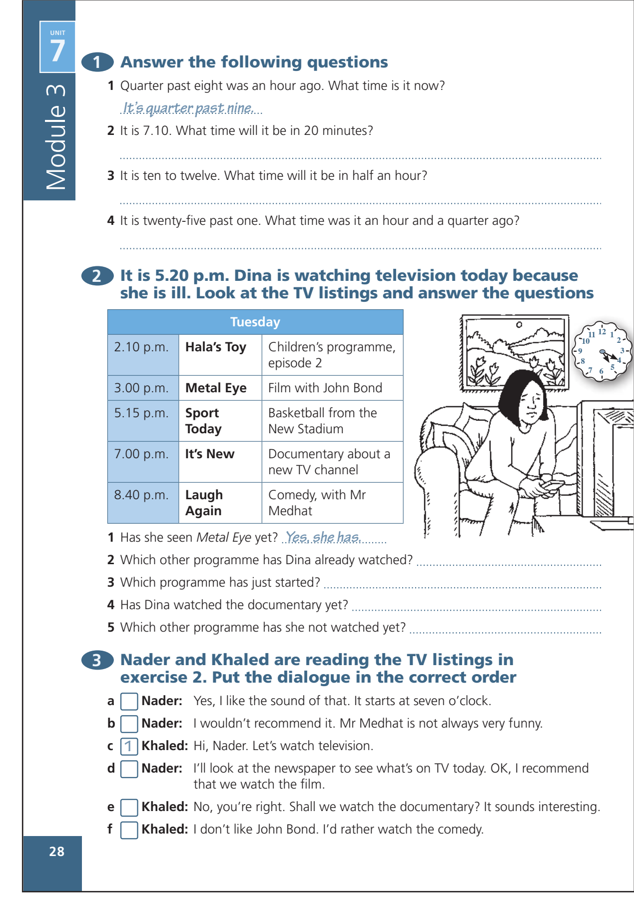
**2** Go round and monitor while they are working, helping where necessary.

**3** Invite different pairs to tell the rest of the class what they discussed.

***Answers:***

Students' own answers

## ✎ WB Page 28



Unit 7 — Module 3

**1 Answer the following questions**

1 Quarter past eight was an hour ago. What time is it now?
*It's quarter past nine.*
2 It is 7.10. What time will it be in 20 minutes?
......
3 It is ten to twelve. What time will it be in half an hour?
......
4 It is twenty-five past one. What time was it an hour and a quarter ago?
......

**2 It is 5.20 p.m. Dina is watching television today because she is ill. Look at the TV listings and answer the questions**

| Tuesday | | |
|---|---|---|
| 2.10 p.m. | **Hala's Toy** | Children's programme, episode 2 |
| 3.00 p.m. | **Metal Eye** | Film with John Bond |
| 5.15 p.m. | **Sport Today** | Basketball from the New Stadium |
| 7.00 p.m. | **It's New** | Documentary about a new TV channel |
| 8.40 p.m. | **Laugh Again** | Comedy, with Mr Medhat |

1 Has she seen *Metal Eye* yet? *Yes, she has.*
2 Which other programme has Dina already watched? ......
3 Which programme has just started? ......
4 Has Dina watched the documentary yet? ......
5 Which other programme has she not watched yet? ......

**3 Nader and Khaled are reading the TV listings in exercise 2. Put the dialogue in the correct order**

a ☐ **Nader:** Yes, I like the sound of that. It starts at seven o'clock.
b ☐ **Nader:** I wouldn't recommend it. Mr Medhat is not always very funny.
c 1 **Khaled:** Hi, Nader. Let's watch television.
d ☐ **Nader:** I'll look at the newspaper to see what's on TV today. OK, I recommend that we watch the film.
e ☐ **Khaled:** No, you're right. Shall we watch the documentary? It sounds interesting.
f ☐ **Khaled:** I don't like John Bond. I'd rather watch the comedy.

28

### 1 Answer the following questions

1 Ask the students to read the example question and answer.

2 The students complete the exercise in pairs. Remind them to use the appropriate future or past tense in their answers.

3 Invite different students to give their answers.

***Answers:***

2 It will be half past seven/7.30.
3 It will be twenty past twelve/12.20.
4 It was ten past twelve/12.10.

### 2 It is 5.20 p.m. Dina is watching television today because she is ill. Look at the TV listings and answer the questions

1 Ask the students to look at the picture of Dina on the sofa. Explain that she is ill and ask the students what she is doing (*watching TV*).

2 Now ask the students to look at the TV listings and the example answer. Emphasise that the time is 5.20 p.m.

3 Elicit the use of *already*, *just* and *yet*.

4 The students complete the exercise individually before checking their answers in pairs.

5 Invite several students to read out their answers.

***Answers:***

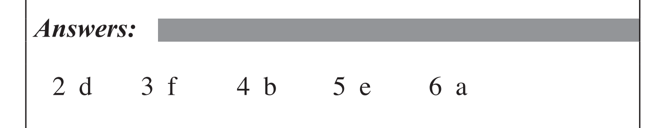
2 She has already watched *Hala's Toy*.
3 *Sport Today* has just started.
4 No, she hasn't.
5 She hasn't watched *Laugh Again* yet.

### 3 Nader and Khaled are reading the TV listings in exercise 2. Put the dialogue in the correct order

1 Elicit the phrases for giving, asking for and responding to recommendations.

2 Then ask the students to read the dialogue and work in pairs to put it in the correct order.

3 Invite different students to read out each line of the dialogue in order. Then ask two students to read out the whole dialogue.



***Answers:***

2 d 3 f 4 b 5 e 6 a

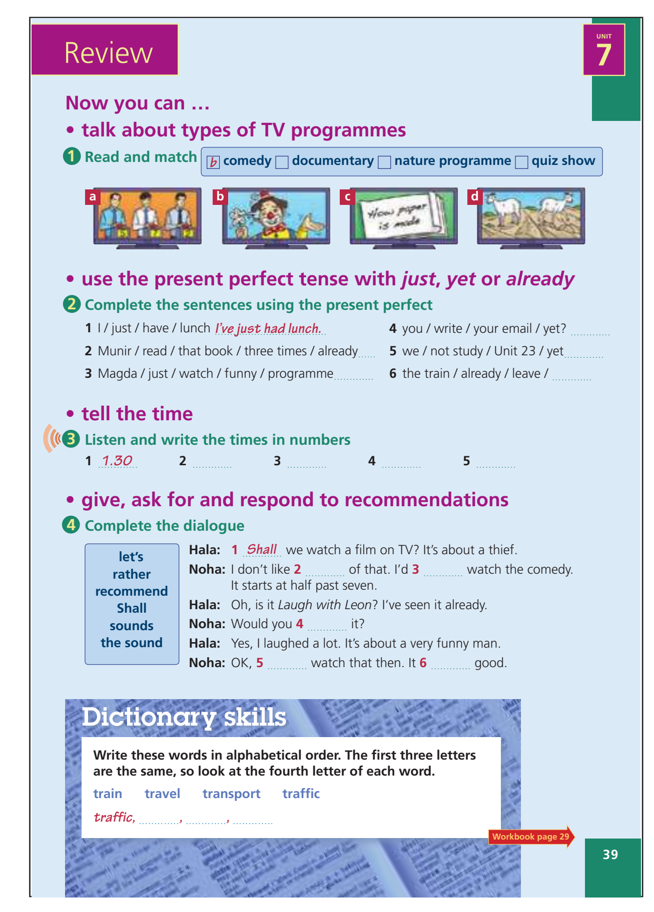
## Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise writing a paragraph

**Before using the book:**

- Write **What's on TV?** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit to see what they can remember.

## SB Page 39



Review

UNIT 7

Now you can ...

- talk about types of TV programmes

1 Read and match  *b* comedy  documentary  nature programme  quiz show

a b c d

- use the present perfect tense with *just*, *yet* or *already*

2 Complete the sentences using the present perfect

1 I / just / have / lunch *I've just had lunch.*
2 Munir / read / that book / three times / already
3 Magda / just / watch / funny / programme
4 you / write / your email / yet?
5 we / not study / Unit 23 / yet
6 the train / already / leave /

- tell the time

3 Listen and write the times in numbers

1 *1.30* 2 ...... 3 ...... 4 ...... 5 ......

- give, ask for and respond to recommendations

4 Complete the dialogue

let's
rather
recommend
Shall
sounds
the sound

**Hala:** 1 *Shall* we watch a film on TV? It's about a thief.
**Noha:** I don't like 2 ...... of that. I'd 3 ...... watch the comedy. It starts at half past seven.
**Hala:** Oh, is it *Laugh with Leon*? I've seen it already.
**Noha:** Would you 4 ...... it?
**Hala:** Yes, I laughed a lot. It's about a very funny man.
**Noha:** OK, 5 ...... watch that then. It 6 ...... good.

Dictionary skills

Write these words in alphabetical order. The first three letters are the same, so look at the fourth letter of each word.

train travel transport traffic

*traffic*, ......, ......, ......

Workbook page 29

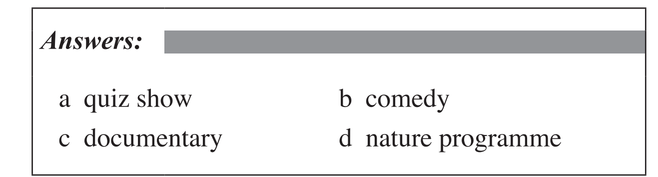
39

### 1 Read and match

1 Elicit the types of TV programmes the students have learned in the unit.

2 Then ask the students to match the programme types in the box and the pictures.

3 Check the answers as a whole class.



***Answers:***

| | |
|---|---|
| a quiz show | b comedy |
| c documentary | d nature programme |

### 2 Complete the sentences using the present perfect

1 Elicit the use of *just*, *yet* and *already* with the present perfect.

2 Write the first set of prompts on the board and construct the sentence as a whole class. Ask the students to read the example answer to check.

3 The students work in pairs to complete the exercise. Go round and monitor while they are working, helping where necessary.

4 Then invite different students to read out their sentences.

***Answers:***

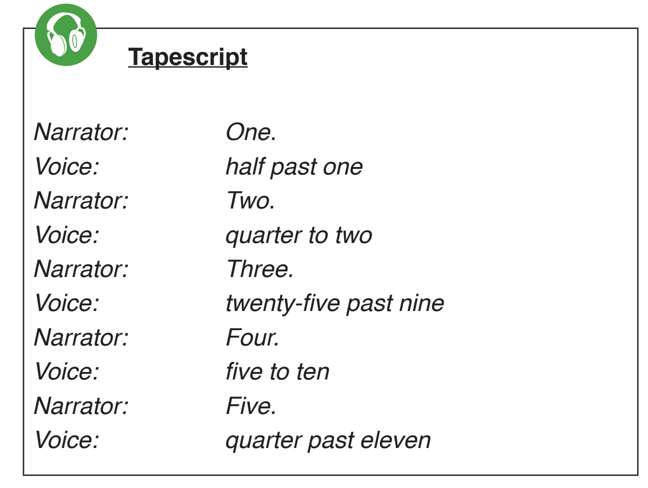
2 Munir has read that book three times already.
3 Magda has just watched a funny programme.
4 Have you written your email yet?
5 We haven't studied Unit 23 yet.
6 The train has already left.

### 3 Listen and write the times in numbers

1 Play the first part of the recording for the students to listen and check the example answer.

2 Play the rest of the recording for them to complete the times in numbers.

3 Check the answers as a whole class by inviting different students to write the times on the board.



**Tapescript**

| | |
|---|---|
| *Narrator:* | *One.* |
| *Voice:* | *half past one* |
| *Narrator:* | *Two.* |
| *Voice:* | *quarter to two* |
| *Narrator:* | *Three.* |
| *Voice:* | *twenty-five past nine* |
| *Narrator:* | *Four.* |
| *Voice:* | *five to ten* |
| *Narrator:* | *Five.* |
| *Voice:* | *quarter past eleven* |

***Answers:***

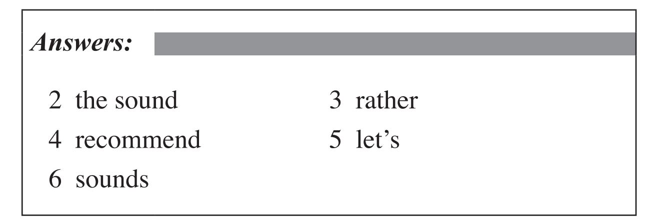
| | |
|---|---|
| 2 1.45 | 3 9.25 |
| 4 9.55 | 5 11.15 |

### 4 Complete the dialogue

1 Ask the students to read the dialogue and make suggestions for the missing words, using the phrases they have learned for giving, asking for and responding to recommendations.

2 Ask the students to read the words in the box and complete the gaps in the dialogue in pairs.

3 Invite different students to read out each line of the dialogue, checking answers. Then invite pairs of students to read out the whole dialogue.



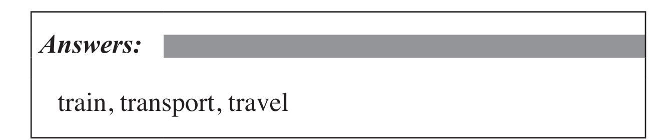
*Answers:*

2 the sound
3 rather
4 recommend
5 let's
6 sounds

### Dictionary skills

1 Ask the students what they remember about how words are ordered in a dictionary.

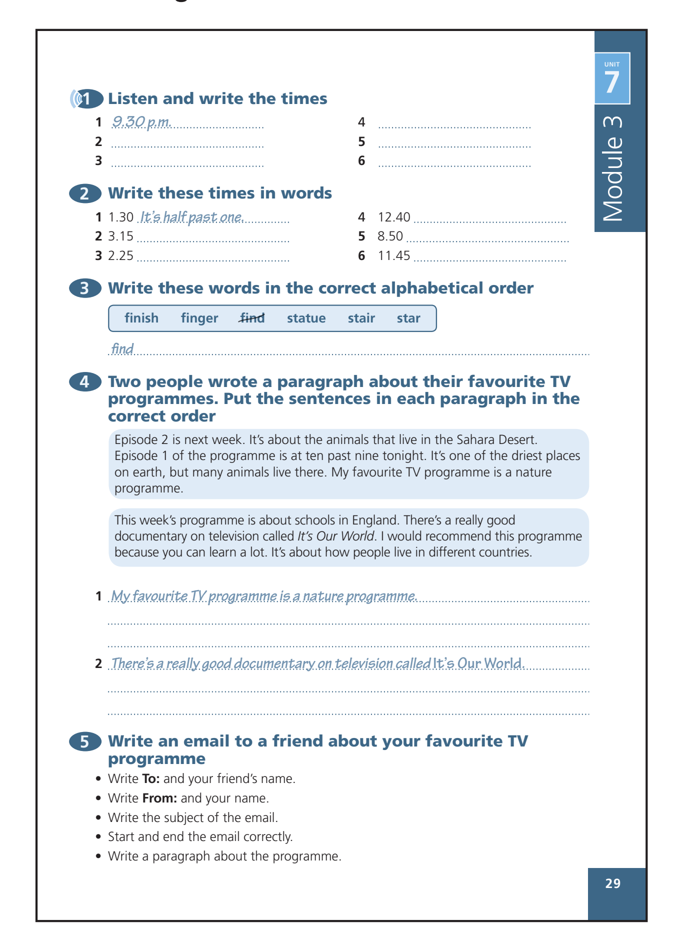
2 Ask them to look at the words and decide how they should put them in order (all the words start with *tra*, so they will have to look at the fourth letter of each word).



*Answers:*

train, transport, travel

### WB Page 29



Unit 7 Module 3

**1 Listen and write the times**

1 *9.30 p.m.*
2
3
4
5
6

**2 Write these times in words**

1 1.30 *It's half past one.*
2 3.15
3 2.25
4 12.40
5 8.50
6 11.45

**3 Write these words in the correct alphabetical order**

finish finger ~~find~~ statue stair star

*find*

**4 Two people wrote a paragraph about their favourite TV programmes. Put the sentences in each paragraph in the correct order**

Episode 2 is next week. It's about the animals that live in the Sahara Desert. Episode 1 of the programme is at ten past nine tonight. It's one of the driest places on earth, but many animals live there. My favourite TV programme is a nature programme.

This week's programme is about schools in England. There's a really good documentary on television called *It's Our World*. I would recommend this programme because you can learn a lot. It's about how people live in different countries.

1 *My favourite TV programme is a nature programme.*

2 *There's a really good documentary on television called It's Our World.*

**5 Write an email to a friend about your favourite TV programme**

- Write **To:** and your friend's name.
- Write **From:** and your name.
- Write the subject of the email.
- Start and end the email correctly.
- Write a paragraph about the programme.

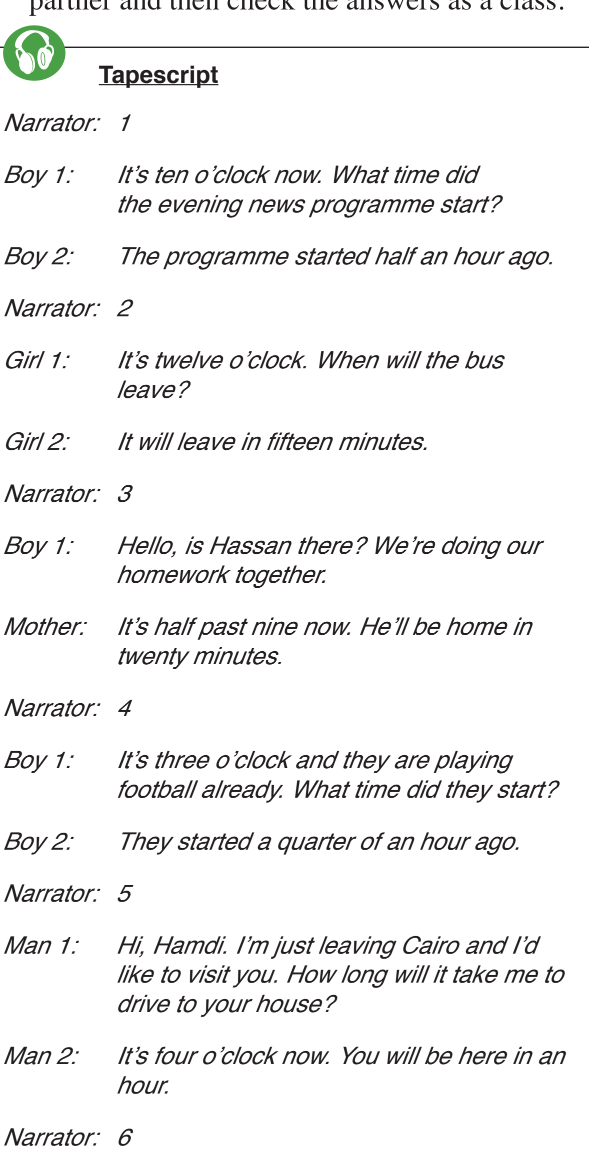
29

### 1 Listen and write the times

1 Tell the students that they are going to listen to six conversations and that they have to listen and write the times in each dialogue.

2 Play the recording while the students listen and write the times.

3 Ask the students to compare their answers with a partner and then check the answers as a class.



**Tapescript**

*Narrator:* *1*

*Boy 1:* *It's ten o'clock now. What time did the evening news programme start?*

*Boy 2:* *The programme started half an hour ago.*

*Narrator:* *2*

*Girl 1:* *It's twelve o'clock. When will the bus leave?*

*Girl 2:* *It will leave in fifteen minutes.*

*Narrator:* *3*

*Boy 1:* *Hello, is Hassan there? We're doing our homework together.*

*Mother:* *It's half past nine now. He'll be home in twenty minutes.*

*Narrator:* *4*

*Boy 1:* *It's three o'clock and they are playing football already. What time did they start?*

*Boy 2:* *They started a quarter of an hour ago.*

*Narrator:* *5*

*Man 1:* *Hi, Hamdi. I'm just leaving Cairo and I'd like to visit you. How long will it take me to drive to your house?*

*Man 2:* *It's four o'clock now. You will be here in an hour.*

*Narrator:* *6*

*Girl 1:* *It's half past six. The documentary is on TV. When did it start?*

*Girl 2:* *It started ten minutes ago.*

*Answers:*

2 12.15
3 9.50
4 2.45
5 5.00
6 6.20

### 2 Write these times in words

1 Ask the students to look at the example and explain that they have to write the rest of the times in words. Remind them that there are two ways to write each time. Elicit the other way to say the example (*It's one thirty*).

2 Check the answers by writing the numbers on the board and inviting different students to write

the times in words.

> *Answers:*
>
> 2 It's quarter past three/three fifteen.
> 3 It's twenty-five past two/two twenty-five.
> 4 It's twenty to one/twelve forty.
> 5 It's ten to nine/eight fifty.
> 6 It's quarter to twelve/eleven forty-five.

**3 Write these words in the correct alphabetical order**

**1** Ask the students to look at the words and think about which order they should go in.

**2** The students then complete the exercise individually and check their answers in pairs.

> *Answers:*
>
> finger, finish, stair, star, statue

**4 Two people wrote a paragraph about their favourite TV programmes. Put the sentences in each paragraph in the correct order**

**1** Elicit the order of sentences in a paragraph (*topic sentence, sentences which provide further information, and concluding sentence*).

**2** The students then work in pairs to rewrite the paragraphs in the correct order.

**3** Invite different students to read out each sentence of the paragraphs in order.

> *Answers:*
>
> 1 My favourite TV programme is a nature programme. It's about the animals that live in the Sahara Desert. It's one of the driest places on earth, but many animals live there. Episode 1 of the programme is at ten past nine tonight. Episode 2 is next week.
> 2 There's a really good documentary on television called *It's Our World*. It's about how people live in different countries. This week's programme is about schools in England. I would recommend this programme because you can learn a lot.

**5 Write an email to a friend about your favourite TV programme**

**1** Ask the students to think about their favourite TV programme and to make some notes about it, including what type of programme it is, the time and day it is on and what happens in the programme.

**2** The students then write their emails. Remind them to start and end the email correctly, and to include a topic sentence, two sentences with more information and a concluding sentence in the paragraph section of their email.

**3** They should write their answer in their notebooks. Go round and monitor while they are working, helping where necessary.

**4** Invite different students to read out their emails.

> *Answers:*
>
> Students' own answers

## Assessment

### Speaking task

***Outcome: to give, ask for and respond to recommendations***

Use SB page 37, exercise 4

Write the following on the board:

**a film, a book/magazine, a website, a meal**.

Students work in pairs to give, ask for and respond to recommendations. Assess them on their use of appropriate phrases.

### Reading task

***Outcome: to understand a text about TV***

Use SB page 35, exercise 3 text

Write the following statements on the board:

1 ***Who knows more?*** **is a competition.**
2 **The history students are winning at the moment.**
3 ***Schools around the world*** **hasn't been about Egypt yet.**
4 **The presenter of** ***Animal world*** **is a university professor.**
5 **The programme is about an old elephant**.

Students read the texts again and decide whether the statements are true or false.

### Writing task

***Outcome: to use the present perfect with*** **already** ***and*** **yet**

Students think of one thing they did earlier today, one thing they did a short time ago and one thing they haven't done but need to do today. Students then write sentences explaining what they have and haven't done using the present perfect and *already, just* or *yet*.

### Listening task

***Outcome: to understand a conversation about TV***

Use the tapescript for SB page 37, exercises 2 and 3

Write the tapescript on the board, leaving blanks where these phrases occur: *shall we (Salma's first turn), Let's (Jana's first turn), I'd rather (Dina's second turn), Would (Dina's third turn), interesting (Salma's fifth turn)* and *I like (Dina's fourth turn)*.

Play the recording for students to complete the missing words.

UNIT 8

# In the news

**SB pages 40–44 WB pages 30–32**

## Objectives

**Grammar**

The present perfect tense with *for* or *since* and contrasted with the past simple

**Reading**

Reading news reports

**Listening**

Listening to a conversation about the news

**Speaking**

Talking about and responding to the news

**Writing**

Writing a news report

## LESSON 1 SB page 40

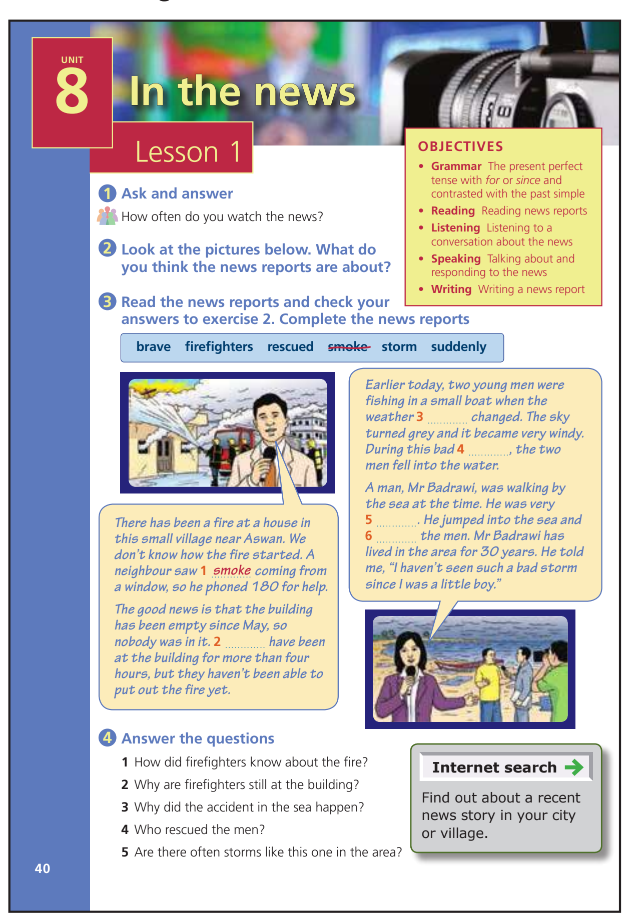
### Outcomes

- To talk about the news
- To read news reports and answer questions
- To carry out an internet search about a recent news story

**Before using the book:**

- Write the title of the unit **In the news** on the board and ask the students to tell you what they think they will study in the unit. Confirm any correct answers.
- Brainstorm the kind of information that is reported in the news (e.g. local, national and international events, the weather, sports).
- Hold a short class discussion about why the news is important.

SB Page 40



UNIT 8 In the news

Lesson 1

OBJECTIVES

- **Grammar** The present perfect tense with *for* or *since* and contrasted with the past simple
- **Reading** Reading news reports
- **Listening** Listening to a conversation about the news
- **Speaking** Talking about and responding to the news
- **Writing** Writing a news report

**1 Ask and answer**

How often do you watch the news?

**2 Look at the pictures below. What do you think the news reports are about?**

**3 Read the news reports and check your answers to exercise 2. Complete the news reports**

brave firefighters rescued ~~smoke~~ storm suddenly

*There has been a fire at a house in this small village near Aswan. We don't know how the fire started. A neighbour saw 1 smoke coming from a window, so he phoned 180 for help.*

*The good news is that the building has been empty since May, so nobody was in it. 2 ………… have been at the building for more than four hours, but they haven't been able to put out the fire yet.*

*Earlier today, two young men were fishing in a small boat when the weather 3 ………… changed. The sky turned grey and it became very windy. During this bad 4 …………, the two men fell into the water.*

*A man, Mr Badrawi, was walking by the sea at the time. He was very 5 …………. He jumped into the sea and 6 ………… the men. Mr Badrawi has lived in the area for 30 years. He told me, "I haven't seen such a bad storm since I was a little boy."*

**4 Answer the questions**

1 How did firefighters know about the fire?
2 Why are firefighters still at the building?
3 Why did the accident in the sea happen?
4 Who rescued the men?
5 Are there often storms like this one in the area?

**Internet search**

Find out about a recent news story in your city or village.

40

### 1 Ask and answer

1 Draw attention to the Objectives box on page 40, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Now ask the students to discuss the question in small groups. Then invite different students to tell the class about the members of their group.

3 Ask the students which TV channels they watch the news on and how many different news programmes they know about.

***Answers:***

Students' own answers

### 2 Look at the pictures below. What do you think the news reports are about?

1 Ask the students to look at the two pictures in exercise 3 and discuss in pairs what they think the news reports are about.

2 Invite the pairs to share their ideas with the rest of the class, but do not confirm their answers at this point.

### 3 Read the news reports and check your answers to exercise 2. Complete the news reports

**1** Ask the students to read the news reports quickly to check their answers to exercise 2. Tell them not to worry about the gaps in the text at this point.

**2** Ask different students to say what each news report is about, and check answers to exercise 2.

**3** Check the meaning and pronunciation of the words in the box.

**4** Then ask the students to complete the texts with the words. Check the answers as a whole class.

***Exercise 2 answers:***

First picture: a house fire

Second picture: a storm

***Exercise 3 answers:***

| | |
|---|---|
| 2 Firefighters | 3 suddenly |
| 4 storm | 5 brave |
| 6 rescued | |

### 4 Answer the questions

**1** Ask the students to read the questions and read the news reports again more carefully to find the answers to the questions.

**2** Then invite several students to give their answers.

**3** Finally, go through any unknown vocabulary in the text.

***Answers:***

1 A neighbour phoned 180 for help.
2 Because they haven't been able to put out the fire yet.
3 There was a bad storm./It became very windy.
4 A brave man, Mr Badrawi, rescued the men.
5 No, there aren't. There hasn't been such a bad storm since Mr Badrawi was a little boy.

### Internet search

**1** Ask the students what's happening in the news at the moment. Then ask them what's happening in their own city or village.

**2** Ask the students to look at the question in the Internet search box and tell them that they are going to find out more about local news by carrying out an internet search. Ask what they might type into a search engine in order to get the information they need.

**3** The students then work in pairs to carry out their research. If the pairs live in different places, ask them to find out about one story from each place.

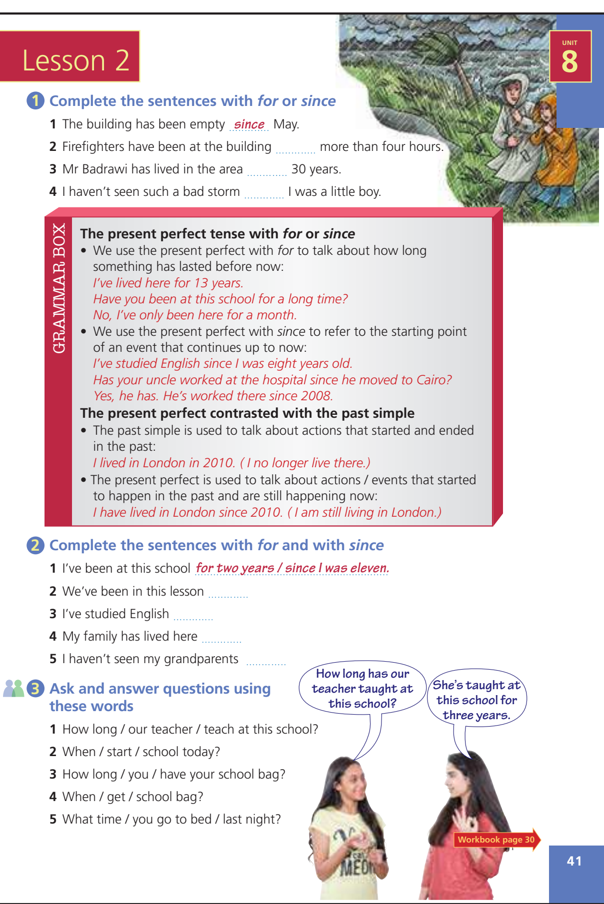
**4** Finally, ask the pairs to report back their findings to the rest of the class.

## LESSON 2 SB page 41 WB page 30

**Outcomes**

- To use the present perfect with *for* or *since*
- To ask and answer questions using the present perfect with *for* or *since*

**SB Page 41**


Lesson 2

UNIT 8

**1 Complete the sentences with *for* or *since***

1 The building has been empty *since* May.
2 Firefighters have been at the building ........ more than four hours.
3 Mr Badrawi has lived in the area ........ 30 years.
4 I haven't seen such a bad storm ........ I was a little boy.

GRAMMAR BOX

**The present perfect tense with *for* or *since***
- We use the present perfect with *for* to talk about how long something has lasted before now:
  *I've lived here for 13 years.*
  *Have you been at this school for a long time?*
  *No, I've only been here for a month.*
- We use the present perfect with *since* to refer to the starting point of an event that continues up to now:
  *I've studied English since I was eight years old.*
  *Has your uncle worked at the hospital since he moved to Cairo?*
  *Yes, he has. He's worked there since 2008.*

**The present perfect contrasted with the past simple**
- The past simple is used to talk about actions that started and ended in the past:
  *I lived in London in 2010. (I no longer live there.)*
- The present perfect is used to talk about actions / events that started to happen in the past and are still happening now:
  *I have lived in London since 2010. (I am still living in London.)*

**2 Complete the sentences with *for* and with *since***

1 I've been at this school *for two years / since I was eleven.*
2 We've been in this lesson ........
3 I've studied English ........
4 My family has lived here ........
5 I haven't seen my grandparents ........

**3 Ask and answer questions using these words**

1 How long / our teacher / teach at this school?
2 When / start / school today?
3 How long / you / have your school bag?
4 When / get / school bag?
5 What time / you go to bed / last night?



### 1 Complete the sentences with *for* or *since*

**1** Ask the students to look at the picture and ask *What can you see?* (*a storm*). Explain that this is the storm the students read about in the second news report on Student's Book page 40.

**2** Elicit the form of the present perfect (have/has + *past participle*). Ask when it is used (*to talk about a time before now*).

**3** Explain that the students are going to find out about time references used with the present perfect. Write **for** on the board as a heading, and write some time references underneath, for example, **three years, a week, an hour and a half, two months**. Do the same with **since**, for example, **yesterday, 2012, August, last year**. Elicit the difference between the time references (for *is used to talk about how long, and* since *is used to refer to the starting point*).

**4** Ask the students to complete the sentences in pairs and then check the answers as a whole class.

**5** Ask the students to read the first point in the Grammar box and elicit further time references to add to the board under the **for** heading. Repeat the process with the second point and the **since** heading on the board.

**6** Ask the students to read the third point in the Grammar box. Ask which of the sentences in exercise 1 is similar (*4*).

**7** Ask the students to read the first sentence in exercise 1 again and work in pairs to think of a second sentence to add about a complete time in the past, for example, *The building has been empty since May. Before that it was an apartment block*. Do the same for sentences 2–4.

***Answers:***

2 for    3 for    4 since

**2 Complete the sentences with *for* and with *since***

**1** Ask the students to read the example answer and explain that they have to complete the rest of the sentences with information that is true for them.

**2** Ask them to complete the sentences individually. Remind them to refer to the Grammar box if necessary. Explain that they should finish each sentence with two options, as in the example.

**3** Then ask the students to compare their answers with a partner and to correct any errors.

**4** Invite different students to read out the completed sentences with both options for the rest of the class to check that *for* and *since* have been used correctly with the time references.

***Suggested answers:***

2 for twenty minutes / since 10 o'clock.
3 for many years / since I was six.
4 since 2012 / for four years.
5 since last weekend / for three days.

**3 Ask and answer questions using these words**

**1** Write **How long … ?** on the board and invite the students to complete the question using the present perfect, for example, *How long have you played the oud? How long have you lived in Cairo?*

**2** Then write **When … ?** and **What time …?** on the board. Elicit which tense is used after these question words (*the past simple*) and some examples (e.g. *When did you start learning English? What time did you get up this morning?*).

**3** Ask two students to read out the question and answer shown in the speech bubbles. The students then work in small groups to ask and answer questions using the prompts and the present perfect or past simple. Go round and monitor while they are working, helping where necessary.

**4** Invite different pairs of students to ask and answer the questions for the class to listen.

***Answers:***

2 When did you start school today?
3 How long have you had your school bag?
4 When did you get your school bag?
5 What time did you go to bed last night?

WB Page 30

Module 3

UNIT 8

# In the news

**1 Read and match**

1 [e] to save a person from something dangerous — a put out
2 [ ] happening from the beginning to the end — b during
3 [ ] no person — c firefighter
4 [ ] someone who stops fires — d nobody
5 [ ] this goes into the air when something burns — e rescue
6 [ ] to stop a fire burning — f smoke

**2 Match to make sentences**

1 [d] There has not been a storm here since — a he bought a mobile phone last year.
2 [ ] My uncle has been a firefighter since — b for 20 minutes longer than yesterday.
3 [ ] Ahmed has had that computer — c he left school in 1994.
4 [ ] Sara has waited for a bus — d 2012.
5 [ ] Khaled has not used a camera since — e for five years.

**3 Complete the sentences**

1 Ali started work at ten o'clock. It is now twelve o'clock. He has worked for *two hours*.
2 Mona started running twenty minutes ago. It is now twelve o'clock. She has run since ..........
3 Hana was born in her house. She is now twelve. She has lived in her house for ..........
4 The football team started playing when the stadium opened ten years ago. The football team have played in the stadium since ..........
5 I saw my cousins in Aswan in December. It is now March. I have not seen them for ..........

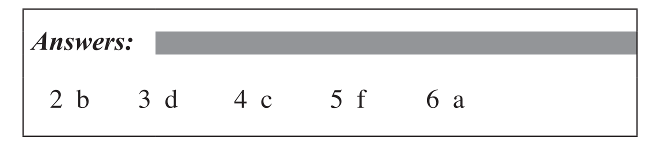
30

## 1 Read and match

1 Elicit the vocabulary mentioned in the news reports in Lesson 1. Ask the students to read the words on the right and say what they mean.

2 Then ask the students to read the example before matching the words with the definitions.

3 Check the answers as a whole class.



*Answers:*

2 b 3 d 4 c 5 f 6 a

## 2 Match to make sentences

1 Elicit the use of *for* and *since* (for *is used to say how long, and* since *says when something started*).

2 Then ask the students to work in pairs to match the rest of the sentence halves.

3 Invite different students to read out the full sentences.

*Answers:*

2 c 3 e 4 b 5 a

## 3 Complete the sentences

1 Ask the students to read the example and then work in pairs to complete the rest of the sentences.

2 Invite different students to read out the completed sentences.

*Answers:*

2 twenty to twelve/eleven forty.
3 twelve years.
4 it opened/2006 [or an appropriate year].
5 three months.

## LESSON 3 SB page 42

### Outcomes

- To listen to two friends discussing the news and sequence events
- To talk about and respond to news

SB Page 42

UNIT 8 Lesson 3

1 Listen to Tarek and his friend discussing the news. Number the pictures in the order you hear them

a b c 1

2 Listen again and choose the correct answer

1 Tarek's brother *put* / *saw* a bag on a seat when he was waiting for a bus.
2 The police *don't know* / *know* who the bag belongs to.
3 A famous swimmer *gave* / *got* prizes at the sports centre.
4 It *hasn't* / *has been* very dry in the south for a long time.

FUNCTIONS BOX

**Talking about the news**
Have you heard what happened (to my brother)?
Did I tell you about (what happened last week)?
I believe (he gave prizes).
Is it true that (Omar won a prize)?
They say (there's going to be a storm).

**Responding to news**
I didn't know that.
I heard about that.
Tell me more.

3 Take turns to talk about the following

an accident
family news
a fire
a new building
a prize
a sport



42

## 1 Listen to Tarek and his friend discussing the news. Number the pictures in the order you hear them

**1** Ask the students to look at the pictures in exercise 1 and say what is happening in each one (*a = a storm in Egypt; b = a man giving a child a prize at a swimming pool; c = a bag with a lot of money in it on a seat at a bus stop*).

**2** Tell them that they are going to listen to Tarek and his friend (shown in the photo in exercise 2) talking about three news stories and that they have to put the pictures in the correct order, according to what they hear.

**3** Play the recording. The students listen for the answers and then check their ideas in pairs.

**4** Check the answers as a whole class.

**Tapescript**

*Narrator:* *One.*

*Tarek:* *Have you heard what happened to my brother on Saturday? He found a lot of money in the street!*

*Adel:* *I didn't know that. Tell me more.*

*Tarek:* *Well, he was waiting for a bus when he saw a bag on the seat next to him. Inside the bag, there was a lot of money. There was no name on the bag, so my brother didn't know whose bag it was.*

*Adel:* *What did he do?*

*Tarek:* *He took it to the police, of course! They are trying to find who the bag belongs to.*

*Narrator:* *Two.*

*Adel:* *Did I tell you about what happened at the sports club last weekend? A famous swimmer was there.*

*Tarek:* *Yes, I heard about that. I believe he gave prizes to some young swimmers.*

*Adel:* *Is it true that Omar won a prize, too?*

*Tarek:* *Yes, he came first in a competition. He's a very good swimmer!*

*Narrator:* *Three.*

*Tarek:* *They say there's going to be a storm in the south next weekend.*

*Adel:* *Really? It hasn't rained there for a long time.*

*Tarek:* *No, it hasn't rained there since last year.*

***Answers:***

a 3 b 2

## 2 Listen again and choose the correct answer

**1** Ask the students to read the sentences and elicit the difference in the meaning of the verbs in each case.

**2** Play the recording again for the students to choose the correct answers, and then ask the students to compare their answers with a partner.

**3** Check the answers as a whole class.

**4** Ask the students to read the phrases for talking about and responding to the news in the Functions box and then play the recording again, asking the students to listen out for the phrases.

**Answers:**

2 don't know
3 gave
4 has been

### 3 Take turns to talk about the following

**1** Ask two students to read out the question and sentences shown in the speech bubbles. Tell them that they are going to talk about and respond to the news stories in the box.

**2** Then ask them to read the ideas in the box and ask them to work in pairs to make notes about two details for each news story.

**3** The pairs then join another pair to ask and answer questions, as in the example, using the phrases from the Functions box. Go round and monitor while they are working, helping where necessary.

**4** Ask different groups of students to ask and answer about the different news stories for the class to listen and identify the phrases they use from the Functions box.

**Answers:**

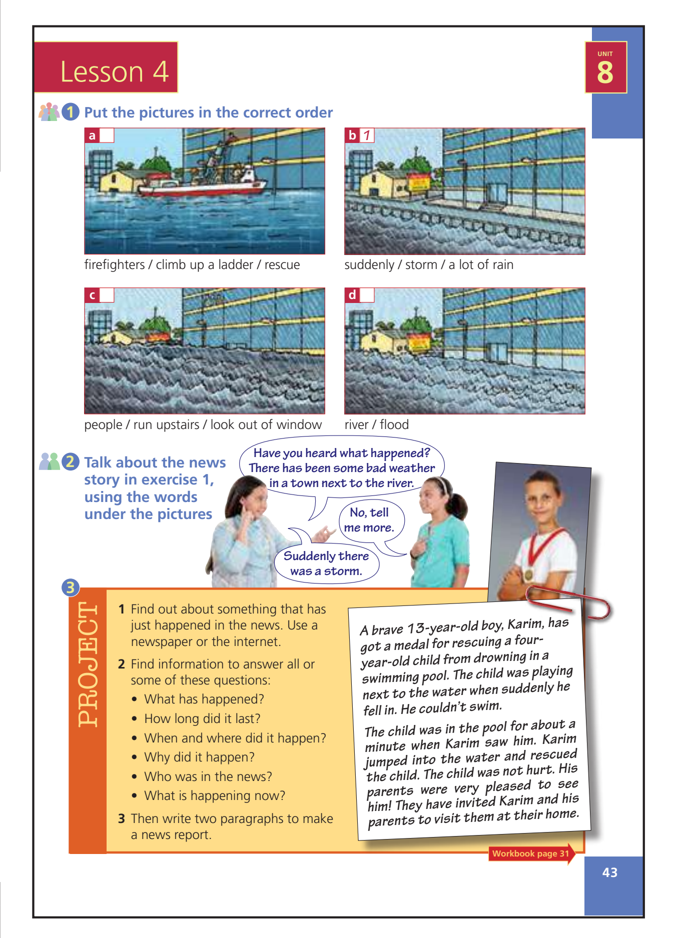
Students' own answers

## LESSON 4 SB page 43 WB page 31

### Outcomes

- To sequence events
- To talk about a news story
- To write two paragraphs to make a news report

### SB Page 43




### 1 Put the pictures in the correct order

**1** Ask the students to look at the pictures and say what they can see (*a = people climbing out of the window of an office building and into a boat, b = an office building on a rainy day with a road in front of it and a river across the road, c = people in the office building looking out of the window at the flooded street, d = the office building with the street in front starting to flood*).

**2** Tell them that the pictures are all about one news story and ask them to think about the possible order of events. The students work in pairs to put the pictures in order, then check the answers as a whole class.

**3** Then ask them to look at each picture in turn and work as a class to construct sentences using the prompts below each picture, for example, *Suddenly, there was a storm. There was a lot of rain. The river flooded. People ran upstairs and looked out of the window. Firefighters climbed up a ladder to rescue them.* Elicit why the past simple is used in the sentences and refer them to the Grammar box on Student's Book page 41 if necessary (*they are talking about a specific completed time in the past*).

**Answers:**

a 4  b 1  c 3  d 2

## 2 Talk about the news story in exercise 1, using the words under the pictures

1 Ask two students to read out the example dialogue in the speech bubbles, and ask them to identify the phrases for talking about and responding to news.

2 The students then take turns to talk about the news story in exercise 1, using the prompts under the pictures. Go round and monitor while they are working, helping where necessary.

3 Invite different pairs to hold a conversation about the story for the class to listen.

**Suggested answers:**

Suddenly there was a storm. There was a lot of rain.
The river flooded.
People ran upstairs and looked out of the window.
Firefighters climbed up a ladder to rescue the people.

## 3 Project

1 Tell the students that they are going to write a news report. Ask them to look at the picture of Karim and read the story about him.

2 Then ask them to read the first instruction and elicit some news stories which have just happened locally, nationally or internationally.

3 Ask them to read the questions in the second instruction, and allow them time to find out the relevant information about the news story, using a newspaper or the internet. Put the students in pairs to carry out the research and make notes.

4 Once they have finished, ask the pairs to tell the rest of the class what they have found out.

5 The students then write their paragraphs about the news story, using the paragraphs about Karim as a model. Go round and monitor while they are working, helping where necessary.

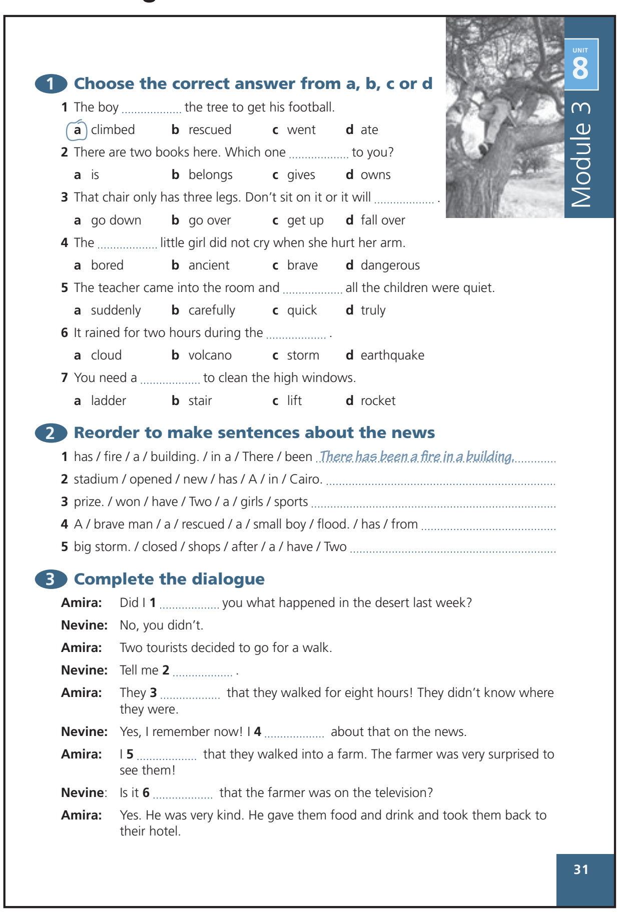
6 When they have finished, ask the students to exchange their reports with their partner to check grammar and spelling.

7 Invite different pairs to read out their news stories for the class.

**Answers:**

Students' own answers

## ✎ WB Page 31


UNIT 8 Module 3

**1 Choose the correct answer from a, b, c or d**

1 The boy .................. the tree to get his football.
a climbed  b rescued  c went  d ate
2 There are two books here. Which one .................. to you?
a is  b belongs  c gives  d owns
3 That chair only has three legs. Don't sit on it or it will .................. .
a go down  b go over  c get up  d fall over
4 The .................. little girl did not cry when she hurt her arm.
a bored  b ancient  c brave  d dangerous
5 The teacher came into the room and .................. all the children were quiet.
a suddenly  b carefully  c quick  d truly
6 It rained for two hours during the .................. .
a cloud  b volcano  c storm  d earthquake
7 You need a .................. to clean the high windows.
a ladder  b stair  c lift  d rocket

**2 Reorder to make sentences about the news**

1 has / fire / a / building. / in a / There / been *There has been a fire in a building.*
2 stadium / opened / new / has / A / in / Cairo. ..................
3 prize. / won / have / Two / a / girls / sports ..................
4 A / brave man / a / rescued / a / small boy / flood. / has / from ..................
5 big storm. / closed / shops / after / a / have / Two ..................

**3 Complete the dialogue**

**Amira:** Did I **1** .................. you what happened in the desert last week?
**Nevine:** No, you didn't.
**Amira:** Two tourists decided to go for a walk.
**Nevine:** Tell me **2** .................. .
**Amira:** They **3** .................. that they walked for eight hours! They didn't know where they were.
**Nevine:** Yes, I remember now! I **4** .................. about that on the news.
**Amira:** I **5** .................. that they walked into a farm. The farmer was very surprised to see them!
**Nevine:** Is it **6** .................. that the farmer was on the television?
**Amira:** Yes. He was very kind. He gave them food and drink and took them back to their hotel.

31

## 1 Choose the correct answer from a, b, c or d

1 Ask the students to look at the photo and ask *What can you see?* (*a young boy climbing a tree*).

2 Elicit vocabulary that the students have learned in the unit so far.

3 The students then complete the exercise in pairs, as in the example.

4 Invite different students to read out the completed sentences.

**Answers:**

| | | |
|---|---|---|
| 2 b | 3 d | 4 c |
| 5 a | 6 c | 7 a |

### 2 Reorder to make sentences about the news

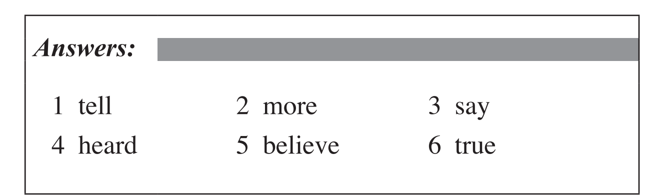
1. Ask the students to read the example sentence and elicit which tense is used (*the present perfect*) and why (*because this happened before now, but we don't know when*).
2. Then ask them to work in pairs to reorder the rest of the sentences.
3. Invite different students to read out their reordered sentences.

**Answers:**

2 A new stadium has opened in Cairo.
3 Two girls have won a sports prize.
4 A brave man has rescued a small boy from a flood.
5 Two shops have closed after a big storm.

### 3 Complete the dialogue

1. Ask the students to read the dialogue and think about which words might go in the spaces.
2. The students then work in pairs to complete the exercise.
3. Check the answers by inviting pairs of students to read out the different lines of the dialogue. Then ask two students to read out the dialogue.



**Answers:**

| | | |
|---|---|---|
| 1 tell | 2 more | 3 say |
| 4 heard | 5 believe | 6 true |

**REVIEW** **SB page 44** **WB page 32**

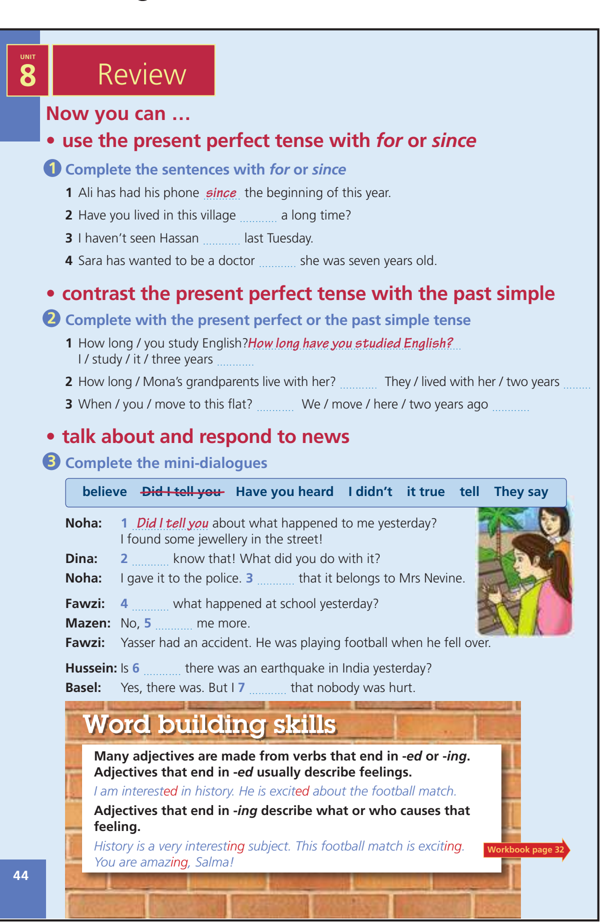
## Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise adjective endings

**Before using the book:**

- Write **In the news** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

**SB Page 44**



UNIT 8 Review

Now you can …

• use the present perfect tense with *for* or *since*

1 Complete the sentences with *for* or *since*

1 Ali has had his phone *since* the beginning of this year.
2 Have you lived in this village ........ a long time?
3 I haven't seen Hassan ........ last Tuesday.
4 Sara has wanted to be a doctor ........ she was seven years old.

• contrast the present perfect tense with the past simple

2 Complete with the present perfect or the past simple tense

1 How long / you study English? *How long have you studied English?*
I / study / it / three years ........
2 How long / Mona's grandparents live with her? ........ They / lived with her / two years ........
3 When / you / move to this flat? ........ We / move / here / two years ago ........

• talk about and respond to news

3 Complete the mini-dialogues

believe ~~Did I tell you~~ Have you heard I didn't it true tell They say

Noha: 1 *Did I tell you* about what happened to me yesterday? I found some jewellery in the street!
Dina: 2 ........ know that! What did you do with it?
Noha: I gave it to the police. 3 ........ that it belongs to Mrs Nevine.
Fawzi: 4 ........ what happened at school yesterday?
Mazen: No, 5 ........ me more.
Fawzi: Yasser had an accident. He was playing football when he fell over.
Hussein: Is 6 ........ there was an earthquake in India yesterday?
Basel: Yes, there was. But I 7 ........ that nobody was hurt.

Word building skills

Many adjectives are made from verbs that end in *-ed* or *-ing*. Adjectives that end in *-ed* usually describe feelings.
*I am interested in history. He is excited about the football match.*
Adjectives that end in *-ing* describe what or who causes that feeling.
*History is a very interesting subject. This football match is exciting. You are amazing, Salma!*

Workbook page 32

44

### 1 Complete the sentences with *for* or *since*

1. Write **for** and **since** on the board as headings and invite different students to come to the board and write appropriate time references under each one. Ask the rest of the class to say whether the references are in the correct columns.
2. The students then complete the exercise in pairs. Check the answers as a whole class.

**Answers:**

| | | |
|---|---|---|
| 2 for | 3 since | 4 since |

## 2 Complete with the present perfect or the past simple

1 Ask the students the difference in use between the past simple and present perfect when talking about a time before now (*the past simple is used to talk about a specific completed time in the past; the present perfect is used to talk about a time before now*).

2 Ask the students to read the example and complete the rest of the exercise in pairs, using the prompts and either the present perfect or the past simple. Remind them to think about whether *for* or *since* is used with the time references in the prompts, too.

3 Invite different students to read out the completed questions and answers.

***Answers:***

1 I have studied it for three years.
2 How long have Mona's grandparents lived with her?
They have lived with her for two years.
3 When did you move to this flat?
We moved here two years ago.

## 3 Complete the mini-dialogues

1 Ask the students to look at the picture and ask *What can you see?* (*a girl holding a necklace*).

2 Elicit the phrases for talking about and responding to news.

3 The students then work in pairs to complete the dialogues using the words and phrases in the box.

4 Invite different students to read out the different lines of the dialogues. Then invite pairs of students to read out the dialogues.

***Answers:***

| | |
|---|---|
| 2 I didn't | 3 They say |
| 4 Have you heard | 5 tell |
| 6 it true | 7 believe |

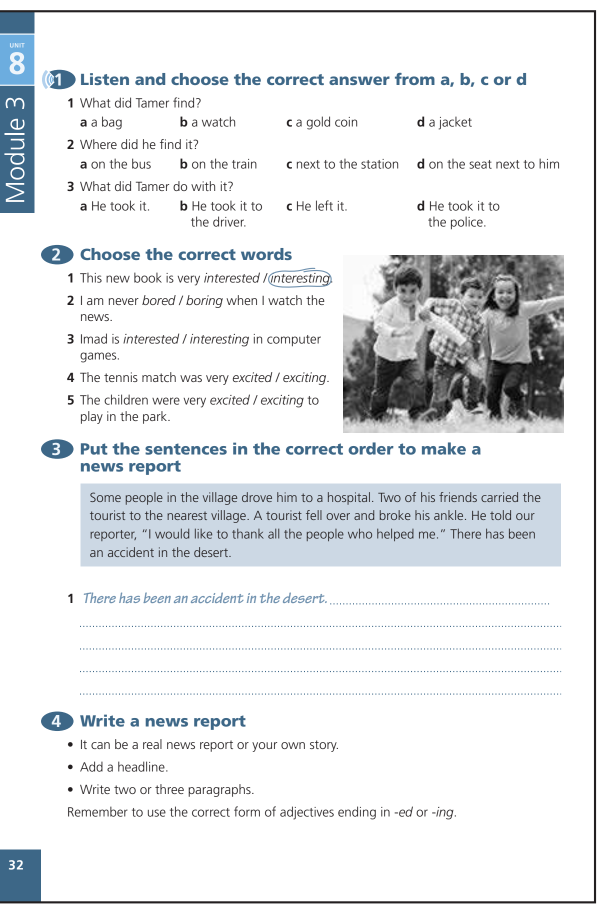
## Word building skills

1 Write **interested** and **interesting** on the board and ask the students to discuss in small groups what they think the difference in meaning is. Then elicit their ideas.

2 The students then read the information to check their ideas.

3 Ask whether they can think of any other *-ed*/*-ing* adjectives (*e.g. bored, boring*) and elicit example sentences using both words, e.g. *This film is boring and I'm bored!*

### WB Page 32



UNIT 8 Module 3

**1 Listen and choose the correct answer from a, b, c or d**

1 What did Tamer find?
**a** a bag **b** a watch **c** a gold coin **d** a jacket
2 Where did he find it?
**a** on the bus **b** on the train **c** next to the station **d** on the seat next to him
3 What did Tamer do with it?
**a** He took it. **b** He took it to the driver. **c** He left it. **d** He took it to the police.

**2 Choose the correct words**

1 This new book is very *interested* / *interesting*.
2 I am never *bored* / *boring* when I watch the news.
3 Imad is *interested* / *interesting* in computer games.
4 The tennis match was very *excited* / *exciting*.
5 The children were very *excited* / *exciting* to play in the park.

**3 Put the sentences in the correct order to make a news report**

Some people in the village drove him to a hospital. Two of his friends carried the tourist to the nearest village. A tourist fell over and broke his ankle. He told our reporter, "I would like to thank all the people who helped me." There has been an accident in the desert.

1 *There has been an accident in the desert.* ..........

..........

..........

..........

..........

**4 Write a news report**

- It can be a real news report or your own story.
- Add a headline.
- Write two or three paragraphs.

Remember to use the correct form of adjectives ending in *-ed* or *-ing*.

32

## 1 Listen and choose the correct answer from a, b, c or d

1 Ask the students to look at the questions and answer options.

2 Explain that they are going to listen to a short dialogue and choose the correct options.

3 Play the recording while the students listen and complete the exercise.

4 Check the answers as a class.

**Tapescript**

*Boy 1: Tamer found a watch on the train!*
*Boy 2: What did he do with it?*
*Boy 1: He took it to the police, of course!*

**Answers:**

| | | |
|---|---|---|
| 1 b | 2 b | 3 d |

**2 Choose the correct words**

**1** Elicit examples of *-ed*/*-ing* adjectives and the difference in meaning (-ed *describes feelings and* -ing *describes the cause of the feelings*).

**2** Then ask the students to complete the exercise in pairs, choosing the correct options.

**3** Check the answers as a class.

**Answers:**

| | |
|---|---|
| 2 bored | 3 interested |
| 4 exciting | 5 excited |

**3 Put the sentences in the correct order to make a news report**

**1** Ask the students to read the news report. Ask them what they think has happened, and for each pronoun used, elicit who or what it is referring to (e.g. *A tourist fell over and broke* ***his*** *ankle = the tourist*).

**2** They then complete the exercise individually and check their answers with a partner.

**3** Invite different students to read out the story in the correct order.

**Answers:**

A tourist fell over and broke his ankle. Two of his friends carried the tourist to the nearest village. Some people in the village drove him to a hospital. He told our reporter, "I would like to thank all the people who helped me."

Pronouns: his ankle = the tourist's his friends = the tourist's him = the tourist he = the tourist our = the news company I = the tourist who = the people me = the tourist

**4 Write a news report**

**1** Ask the students to read the instructions and to make notes about their news report. They then discuss their ideas with a partner.

**2** The students write their report. They should write their answer in their notebooks.

**3** Remind them to use a short and catchy headline, and to use pronouns where appropriate to avoid repetition. They should also try to include examples of the vocabulary and grammar they have learned in the unit.

**4** Go round and monitor while they are working, helping where necessary.

**5** Invite several students to read out their reports. The rest of the class listens and checks that the pronouns and tenses have been used correctly.

**Answers:**

Students' own answers

# Assessment

## Speaking task

***Outcome: to ask and answer questions using the present perfect tense with* for *and* since**

Use SB page 41, exercise 3

Write the following prompts on the board:

**study English, live in your house, play your favourite sport, be friends with your best friend, have your favourite clothes**.

Students make questions for their partner to answer, using *How long* and the present perfect. Students answer using *for* and *since*. Assess them on accurate use of the present perfect with *for* and *since*.

## Reading task

***Outcome: to understand news stories***

Use SB page 40, exercise 3 texts

Write the following statements on the board:

**1 There has been a fire in Cairo.**

**2 Four people lived in the building.**

**3 The fire is still burning.**

**4 Two men were swimming when there was a storm.**

**5 Mr Badrawi saved the men.**

Students read the texts again and decide whether the statements are true or false.

## Writing task

***Outcome: to write a short news report***

Students think of a story which is in the news at the moment. They then write a short news story (using three or four sentences) explaining what happened. They can invent their story if they prefer.

## Listening task

***Outcome: understanding talk and responses about the news***

Use the tapescript for SB page 42, exercises 1 and 2

Write the tapescript on the board, leaving blanks for the following phrases: (dialogue 1) *Have you heard, didn't know;* (dialogue 2) *Did I tell, Is it true;* (dialogue 3): *Really*

Play the recording for students to complete the missing phrases.

UNIT 9

# Communications

**SB pages 45–49 WB pages 33–35**

## Objectives

**Grammar**
*used to* for regular past habits and routines
**Reading**
Reading about the history of communications
**Listening**
Listening to a talk about the history of TV
**Speaking**
Talking about dates
**Writing**
Writing two paragraphs about the past

## LESSON 1 SB page 45

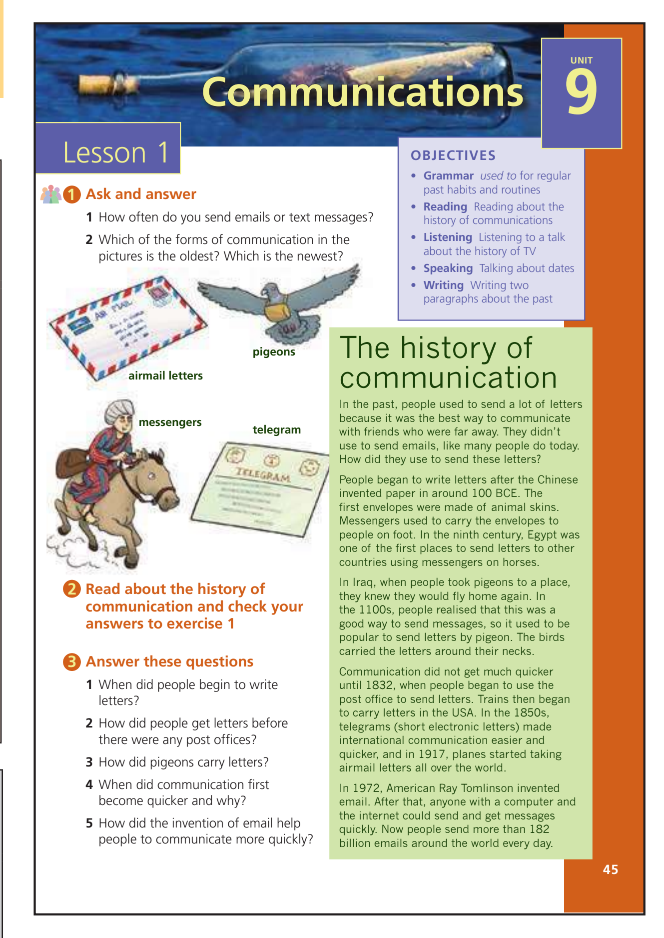
### Outcomes

- To talk about communications
- To read about the history of communication and answer questions

**Before using the book:**

- Write the title of the unit **Communications** on the board and elicit the meaning.
- Put the students in groups and ask them to brainstorm a list of ways that people can communicate. Ask them to think about both speaking and writing.
- Invite the groups to share their ideas and write them on the board. Ask them which methods of communication they use most often. Ask which their parents and grandparents use.
- Tell them that they are going to find out more about communication in the unit.

SB Page 45


UNIT 9

Communications

Lesson 1

OBJECTIVES
- **Grammar** *used to* for regular past habits and routines
- **Reading** Reading about the history of communications
- **Listening** Listening to a talk about the history of TV
- **Speaking** Talking about dates
- **Writing** Writing two paragraphs about the past

**1 Ask and answer**
1 How often do you send emails or text messages?
2 Which of the forms of communication in the pictures is the oldest? Which is the newest?



**2 Read about the history of communication and check your answers to exercise 1**

**3 Answer these questions**
1 When did people begin to write letters?
2 How did people get letters before there were any post offices?
3 How did pigeons carry letters?
4 When did communication first become quicker and why?
5 How did the invention of email help people to communicate more quickly?

**The history of communication**

In the past, people used to send a lot of letters because it was the best way to communicate with friends who were far away. They didn't use to send emails, like many people do today. How did they use to send these letters?

People began to write letters after the Chinese invented paper in around 100 BCE. The first envelopes were made of animal skins. Messengers used to carry the envelopes to people on foot. In the ninth century, Egypt was one of the first places to send letters to other countries using messengers on horses.

In Iraq, when people took pigeons to a place, they knew they would fly home again. In the 1100s, people realised that this was a good way to send messages, so it used to be popular to send letters by pigeon. The birds carried the letters around their necks.

Communication did not get much quicker until 1832, when people began to use the post office to send letters. Trains then began to carry letters in the USA. In the 1850s, telegrams (short electronic letters) made international communication easier and quicker, and in 1917, planes started taking airmail letters all over the world.

In 1972, American Ray Tomlinson invented email. After that, anyone with a computer and the internet could send and get messages quickly. Now people send more than 182 billion emails around the world every day.

45

### 1 Ask and answer

1 Draw attention to the Objectives box on page 45, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Ask the students to look at the pictures and ask *What can you see?* Model pronunciation and word stress for each of the words.

3 Then put the students in small groups to discuss the questions.

4 Invite the groups to share their ideas, but do not confirm their answers to question 2 at this point.

### 2 Read about the history of communication and check your answers to exercise 1

1 Ask the students to read the title of the text and predict what information might be included.

2 Then ask them to read the text quickly to check their answers to exercise 1.

3 Check answers and ask if their ideas were correct.

**Answers:**

1. Students' own answers
2. Messengers are the oldest. Airmail letters are the newest.

## 3 Answer these questions

1. Ask the students to read the questions. Ask them if they can remember any of the information from the text.
2. Then ask them to read the text more carefully and find the answers. Remind them not to worry about any words they don't know at this point.
3. Invite different students to give their answers.
4. Then ask students to identify any words they don't know and discuss their meaning with a partner. Confirm definitions as a whole class.

**Answers:**

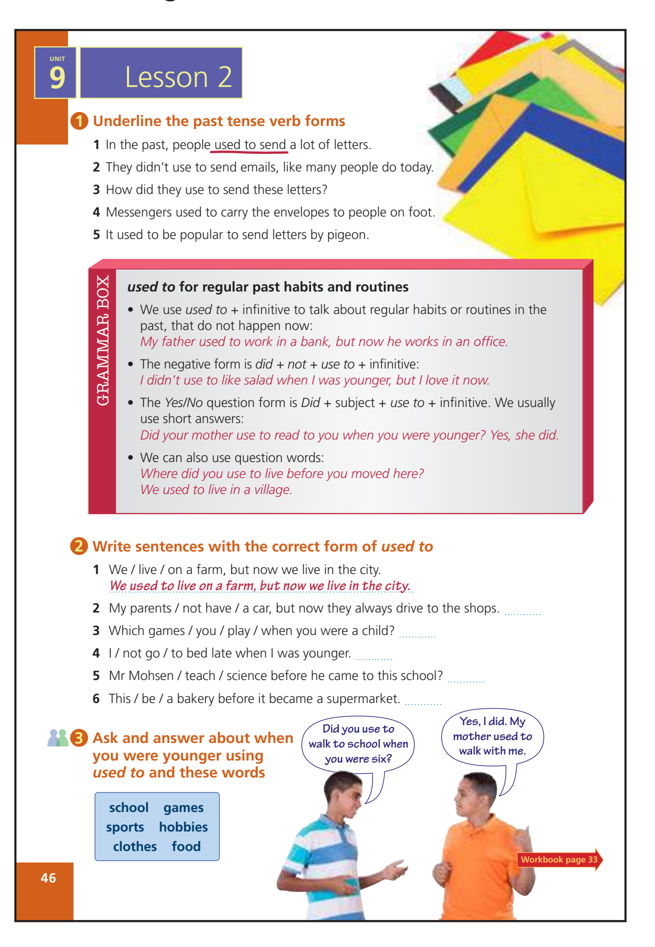
1. After the Chinese invented paper, in around 100 BCE.
2. Messengers used to carry the envelopes on foot or use horses.
3. They carried them around their necks.
4. In 1832, because people began to use the post office to send letters.
5. Because anyone with a computer and the internet could send and get messages quickly.

## LESSON 2 SB page 46 WB page 33

### Outcomes

- To use *used to* for regular past habits and routines

## SB Page 46



UNIT 9 Lesson 2

**1 Underline the past tense verb forms**

1. In the past, people used to send a lot of letters.
2. They didn't use to send emails, like many people do today.
3. How did they use to send these letters?
4. Messengers used to carry the envelopes to people on foot.
5. It used to be popular to send letters by pigeon.

GRAMMAR BOX

***used to* for regular past habits and routines**

- We use *used to* + infinitive to talk about regular habits or routines in the past, that do not happen now:
  *My father used to work in a bank, but now he works in an office.*
- The negative form is *did* + *not* + *use to* + infinitive:
  *I didn't use to like salad when I was younger, but I love it now.*
- The *Yes/No* question form is *Did* + subject + *use to* + infinitive. We usually use short answers:
  *Did your mother use to read to you when you were younger? Yes, she did.*
- We can also use question words:
  *Where did you use to live before you moved here?*
  *We used to live in a village.*

**2 Write sentences with the correct form of *used to***

1. We / live / on a farm, but now we live in the city.
   *We used to live on a farm, but now we live in the city.*
2. My parents / not have / a car, but now they always drive to the shops. ...........
3. Which games / you / play / when you were a child? ...........
4. I / not go / to bed late when I was younger. ...........
5. Mr Mohsen / teach / science before he came to this school? ...........
6. This / be / a bakery before it became a supermarket. ...........

**3 Ask and answer about when you were younger using *used to* and these words**

school games sports hobbies clothes food



46

Workbook page 33

## 1 Underline the past tense verb forms

1. Ask the students to read the example and look at the underlined verbs. Ask *Do people still send a lot of letters?* (*No*). Ask what they think *used to* means, and then read the first point in the Grammar box to confirm their ideas.
2. Tell them to copy the rest of the sentences into their notebooks and underline the past tense verb forms.
3. Students complete the exercise in pairs. Then go through the sentences with the whole class by writing the sentences on the board and asking different students to underline the verb forms.
4. Elicit the negative and question forms (*Yes/No* and *wh-* questions) and then refer them to points 2–4 in the Grammar box. Draw their attention to the difference between *used to* (used in positive statements) and *use to* (used in negative statements and questions).

**Answers:**

2 They <u>didn't use to send</u> emails, like many people do today.

3 How <u>did</u> they <u>use to send</u> these letters?

4 Messengers <u>used to carry</u> the envelopes to people on foot.

5 It <u>used to be</u> popular to send letters by pigeon.

### 2 Write sentences with the correct form of *used to*

1 Write the prompts for the example on the board and elicit the full sentence.

2 Students then complete the exercise in pairs.

3 Invite different students to read out their completed sentences.

**Answers:**

2 My parents did not use to have a car, but now they always drive to the shops.

3 Which games did you use to play when you were a child?

4 I did not use to go to bed late when I was younger.

5 Did Mr Mohsen use to teach science before he came to this school?

6 This used to be a bakery before it became a supermarket.

### 3 Ask and answer about when you were younger using *used to* and these words

1 Ask the students to read the example dialogue in the speech bubbles. Explain that they have to ask and answer the questions in a similar way.

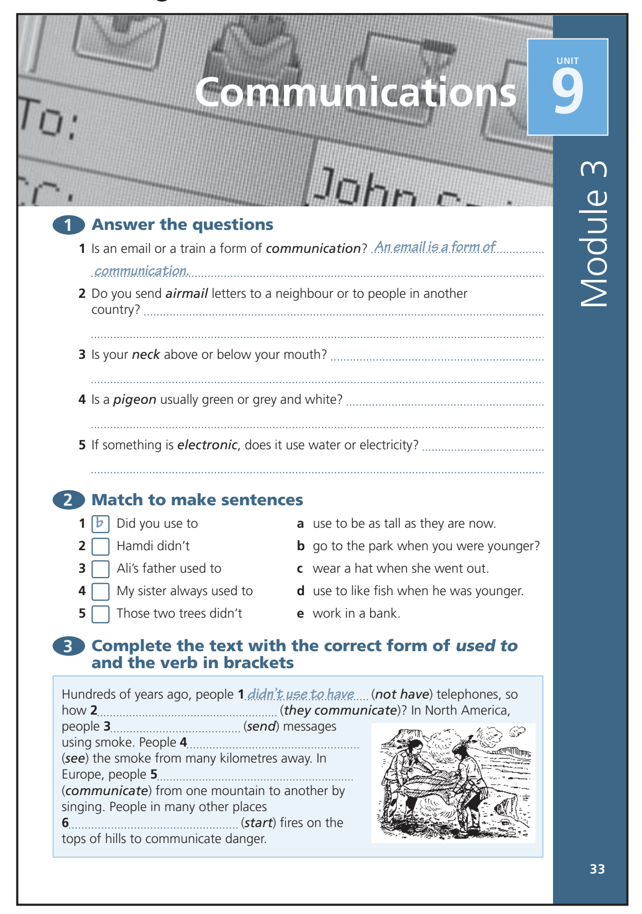
2 Students work in pairs to ask and answer the questions, using the ideas in the box and *used to*. Monitor as they are working, helping where necessary.

3 Invite different students to ask and answer questions for the rest of the class to check whether *used to* is used correctly.

**Answers:**

Students' own answers

## WB Page 33



Communications

UNIT 9

Module 3

**1 Answer the questions**

1 Is an email or a train a form of ***communication***? *An email is a form of communication.*

2 Do you send ***airmail*** letters to a neighbour or to people in another country? ..........

3 Is your ***neck*** above or below your mouth? ..........

4 Is a ***pigeon*** usually green or grey and white? ..........

5 If something is ***electronic***, does it use water or electricity? ..........

**2 Match to make sentences**

1 [b] Did you use to — a use to be as tall as they are now.

2 [ ] Hamdi didn't — b go to the park when you were younger?

3 [ ] Ali's father used to — c wear a hat when she went out.

4 [ ] My sister always used to — d use to like fish when he was younger.

5 [ ] Those two trees didn't — e work in a bank.

**3 Complete the text with the correct form of *used to* and the verb in brackets**

Hundreds of years ago, people **1** *didn't use to have* (***not have***) telephones, so how **2** .......... (***they communicate***)? In North America, people **3** .......... (***send***) messages using smoke. People **4** .......... (***see***) the smoke from many kilometres away. In Europe, people **5** .......... (***communicate***) from one mountain to another by singing. People in many other places **6** .......... (***start***) fires on the tops of hills to communicate danger.

33

### 1 Answer the questions

1 Elicit words connected with communications. Then ask the students to look at the example question and answer and explain that they should write the answers to the following questions in the same way.

2 Invite several students to read out their answers.

**Answers:**

2 You send airmail letters to people in another country.

3 Your neck is below your mouth.

4 A pigeon is usually grey and white.

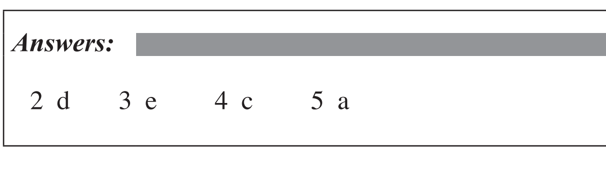
5 Something which is electronic uses electricity.

### 2 Match to make sentences

1 Elicit the difference in use between *used to* and *use to*.

2 Then ask the students to match the rest of the sentence and question halves.

3 Check the answers as a class.



**Answers:**

2 d    3 e    4 c    5 a

### 3 Complete the text with the correct form of *used to* and the verb in brackets

1 Ask the students to look at the picture and say what information they think the text will include.

2 Students then complete the text, using the correct form of *used to*.

3 Invite different students to read out the completed sentences.

**Answers:**

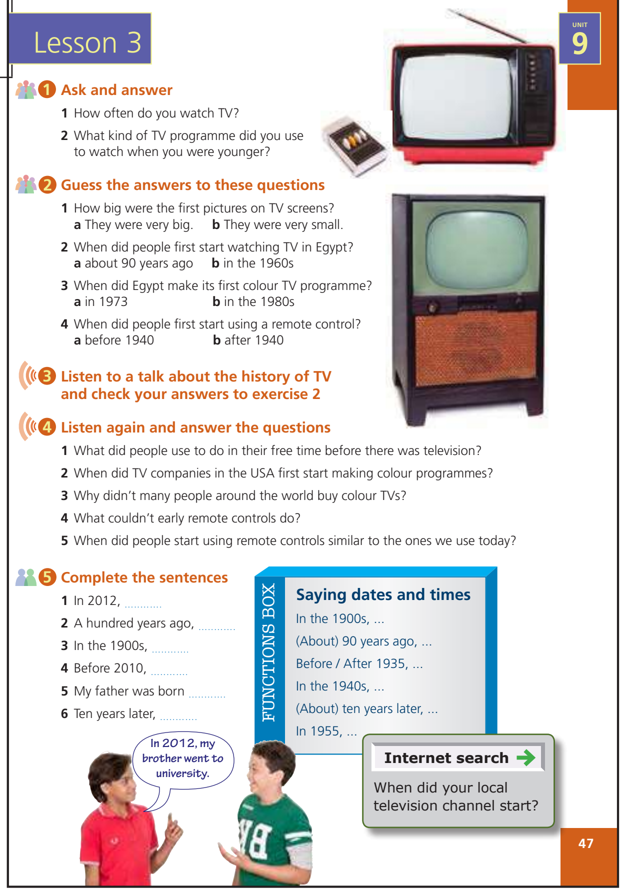
2 did they use to communicate
3 used to send
4 used to see
5 used to communicate
6 used to start

## LESSON 3 SB page 47

### Outcomes

- To talk about TV
- To listen to a talk about the history of TV
- To say dates and times
- To carry out an internet search about a local television channel

SB Page 47



Lesson 3

UNIT 9

**1 Ask and answer**

1 How often do you watch TV?
2 What kind of TV programme did you use to watch when you were younger?

**2 Guess the answers to these questions**

1 How big were the first pictures on TV screens?
a They were very big. b They were very small.
2 When did people first start watching TV in Egypt?
a about 90 years ago b in the 1960s
3 When did Egypt make its first colour TV programme?
a in 1973 b in the 1980s
4 When did people first start using a remote control?
a before 1940 b after 1940

**3 Listen to a talk about the history of TV and check your answers to exercise 2**

**4 Listen again and answer the questions**

1 What did people use to do in their free time before there was television?
2 When did TV companies in the USA first start making colour programmes?
3 Why didn't many people around the world buy colour TVs?
4 What couldn't early remote controls do?
5 When did people start using remote controls similar to the ones we use today?

**5 Complete the sentences**

1 In 2012, ..........
2 A hundred years ago, ..........
3 In the 1900s, ..........
4 Before 2010, ..........
5 My father was born ..........
6 Ten years later, ..........

FUNCTIONS BOX
**Saying dates and times**
In the 1900s, ...
(About) 90 years ago, ...
Before / After 1935, ...
In the 1940s, ...
(About) ten years later, ...
In 1955, ...



**Internet search**
When did your local television channel start?

47

### 1 Ask and answer

1 Write **TV** on the board and elicit words connected with it (e.g. *programme*, *remote control*, etc.). Ask students what they like watching on TV.

2 Put the students in small groups to discuss the questions.

3 Invite different groups to share their ideas.

**Answers:**

Students' own answers

### 2 Guess the answers to these questions

1 Ask the students to stay in their groups and discuss the answers to the questions.

2 Invite them to share their ideas but do not confirm their answers at this point. Tell them that they are going to listen to a talk and find out.

**3 Listen to a talk about the history of TV and check your answers to exercise 2**

**1** Tell the students that they are going to listen to a talk about the history of TV and check their answers to exercise 2.

**2** Play the recording and then go through the answers with the class.

**Tapescript**

*Voice:* *It's difficult to believe that people didn't use to watch TV! But in the early 1900s, there were no televisions in Egypt or any other country. When people were not working, they used to read, talk or play games.*

*In some countries, people first had televisions about 90 years ago, but televisions were very different from today. Before 1935, the picture on a TV screen was smaller than a postcard! Most TV programmes were in black and white.*

*In the 1940s, TV companies in the USA began to make colour programmes. However, colour TVs were very expensive, so most people who had televisions watched in black and white. Although Egypt had TVs in the 1960s, the country made its first colour TV programme in 1973.*

*Televisions were different in those days. People used to have to walk to the TV to change channels or turn the TV on and off. Now, we usually use a remote control to do that.*

*The first remote controls were made in 1948. The early remote controls couldn't change the channels, though. They could only make the pictures on the screen bigger or smaller. About ten years later, in 1955, the first remote control was made that is similar to the one we can use today.*

***Answers:***

1 b  2 b  3 a  4 b

**4 Listen again and answer the questions**

**1** Ask the students to read the questions. Ask *Can you answer any of the questions?*.

**2** Then play the recording for them to listen and make notes.

**3** Ask them to compare their answers with a partner and play the recording again if necessary.

**4** Check answers.

***Answers:***

1 They used to read, talk or play games.
2 They first made them in the 1940s.
3 Because they were very expensive.
4 They could not change the channels.
5 They started using them in 1955.

**5 Complete the sentences**

**1** Ask the students to read the dates and times from the recording in the Functions box.

**2** Then ask them to read the prompts and think about how they will complete them.

**3** Students then tell each other what happened on the different dates.

**4** Invite different students to tell the class about their partner.

***Answers:***

Students' own answers

**Internet search**

**1** Ask the students whether they watch local TV channels. Ask what kind of programmes are shown on each channel.

**2** Then ask them to read the Internet search box and tell them to find out more about their local TV channel.

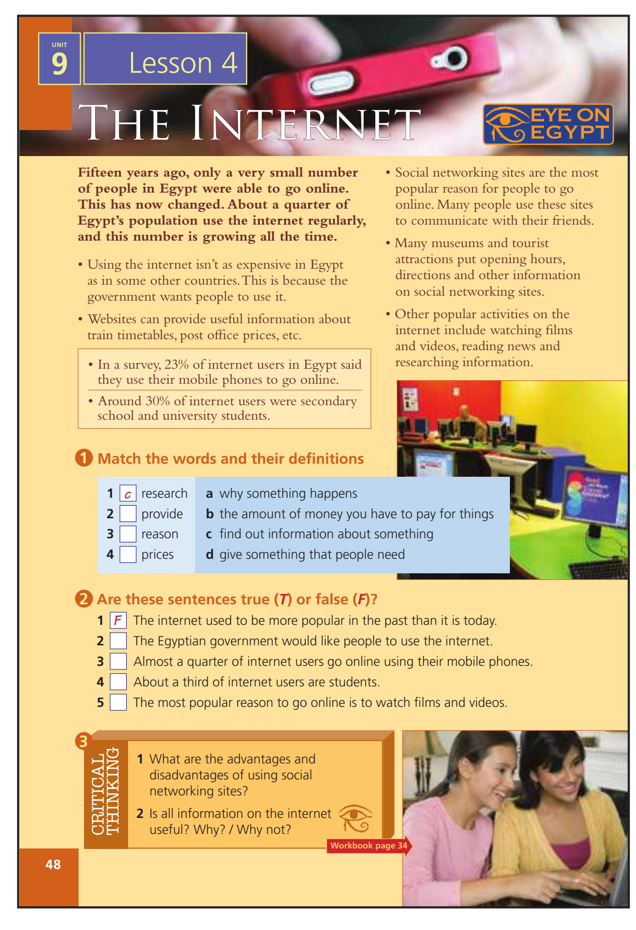
**3** Students present their findings to the class.

## LESSON 4 SB page 48 WB page 34

### Outcomes

- To read about the internet and answer questions
- To talk about using the internet and social networking sites

## SB Page 48



UNIT 9 Lesson 4

THE INTERNET

EYE ON EGYPT

**Fifteen years ago, only a very small number of people in Egypt were able to go online. This has now changed. About a quarter of Egypt's population use the internet regularly, and this number is growing all the time.**

- Using the internet isn't as expensive in Egypt as in some other countries. This is because the government wants people to use it.
- Websites can provide useful information about train timetables, post office prices, etc.
- In a survey, 23% of internet users in Egypt said they use their mobile phones to go online.
- Around 30% of internet users were secondary school and university students.
- Social networking sites are the most popular reason for people to go online. Many people use these sites to communicate with their friends.
- Many museums and tourist attractions put opening hours, directions and other information on social networking sites.
- Other popular activities on the internet include watching films and videos, reading news and researching information.

1 Match the words and their definitions

| | | |
|---|---|---|
| 1 c | research | a why something happens |
| 2 | provide | b the amount of money you have to pay for things |
| 3 | reason | c find out information about something |
| 4 | prices | d give something that people need |

2 Are these sentences true (*T*) or false (*F*)?

1 F The internet used to be more popular in the past than it is today.
2 The Egyptian government would like people to use the internet.
3 Almost a quarter of internet users go online using their mobile phones.
4 About a third of internet users are students.
5 The most popular reason to go online is to watch films and videos.

3 CRITICAL THINKING
1 What are the advantages and disadvantages of using social networking sites?
2 Is all information on the internet useful? Why? / Why not?

Workbook page 34

48

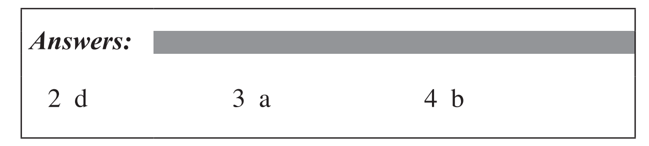
### 1 Match the words and their definitions

**1** Ask the students to discuss in small groups what they know about the history of the internet. Then invite them to share their ideas.

**2** Then ask them to predict what information the text might include.

**3** Students then read the text quickly and check their ideas before matching the words and definitions.

**4** Check answers.



***Answers:***

2 d 3 a 4 b

### 2 Are these sentences true (*T*) or false (*F*)?

**1** Ask the students to read the statements and refer to the text to check whether they are true or false.

**2** Check answers and ask the students to correct the false sentences.

**3** Ask students to identify any words they didn't know and elicit meanings from the rest of the class.

***Answers:***

2 T
3 T (23%)
4 T (30%)
5 F (social networking sites are the most popular)

### 3 Critical thinking

**1** Discuss the first question as a whole class and do a quick survey of the most popular reasons for using the internet.

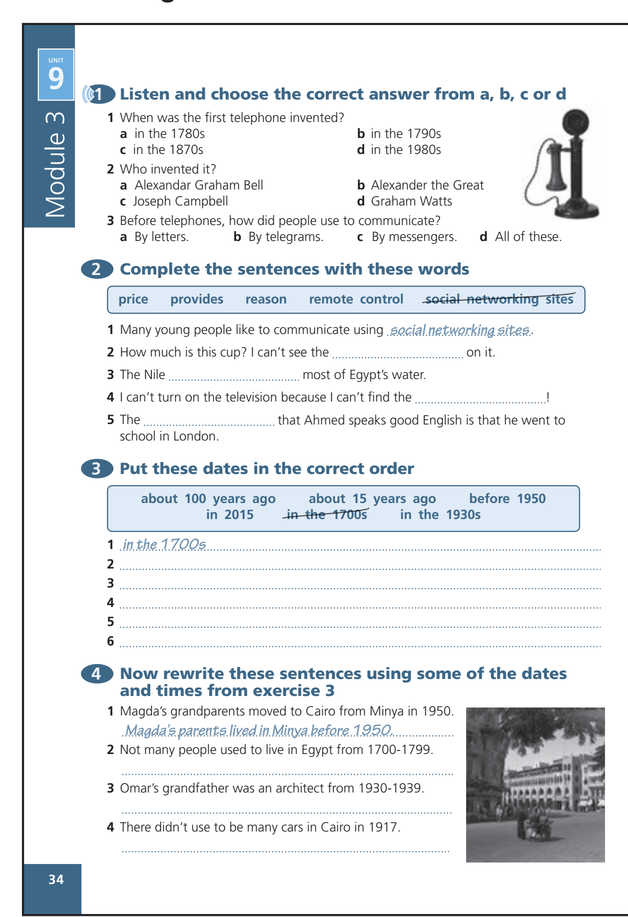
**2** Then ask the students to work in pairs or small groups to discuss the second question.

**3** Hold a brief class discussion about using the internet, encouraging the students to think about internet safety (such as using privacy settings or not revealing personal details online).

***Suggested answers:***

1 The advantage is that you can communicate with many people at the same time. The disadvantage is that many people can see what you are writing. Some people may use this information in a way you do not want.
2 No, it is not. A lot of information is wrong or out of date.

## WB Page 34



UNIT 9

Module 3

**1 Listen and choose the correct answer from a, b, c or d**

1 When was the first telephone invented?
a in the 1780s b in the 1790s
c in the 1870s d in the 1980s

2 Who invented it?
a Alexandar Graham Bell b Alexander the Great
c Joseph Campbell d Graham Watts

3 Before telephones, how did people use to communicate?
a By letters. b By telegrams. c By messengers. d All of these.

**2 Complete the sentences with these words**

price provides reason remote control ~~social networking sites~~

1 Many young people like to communicate using *social networking sites*.
2 How much is this cup? I can't see the ........................ on it.
3 The Nile ........................ most of Egypt's water.
4 I can't turn on the television because I can't find the ........................!
5 The ........................ that Ahmed speaks good English is that he went to school in London.

**3 Put these dates in the correct order**

about 100 years ago about 15 years ago before 1950 in 2015 ~~in the 1700s~~ in the 1930s

1 *in the 1700s*
2 ........................
3 ........................
4 ........................
5 ........................
6 ........................

**4 Now rewrite these sentences using some of the dates and times from exercise 3**

1 Magda's grandparents moved to Cairo from Minya in 1950.
*Magda's parents lived in Minya before 1950.*
2 Not many people used to live in Egypt from 1700-1799.
........................
3 Omar's grandfather was an architect from 1930-1939.
........................
4 There didn't use to be many cars in Cairo in 1917.
........................

34

### 1 Listen and choose the correct answer from a, b, c or d

1 Ask the students to look at the questions and options. Ask them whether they know any of the answers but do not confirm them at this point. Explain that they are going to listen to a recording and choose the correct answers.

2 Play the recording while the students listen and choose the correct options.

3 Check the answers as a whole class.

**Tapescript**

*Narrator:* *The first telephone was invented in the 1870s by Alexander Graham Bell. Before telephones, people used to communicate by letters, messengers, telegrams and many other ways.*

*Answers:*

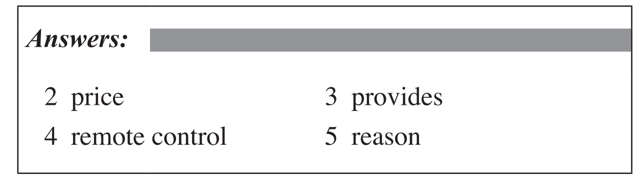
1 c 2 a 3 d

### 2 Complete the sentences with these words

1 Ask the students to read the words in the box and elicit the meanings.

2 Then ask them to look at the example and explain that they have to complete the rest of the sentences using the words in the box.

3 Students complete the exercise in pairs. Then go through the answers with the whole class.



*Answers:*

2 price 3 provides
4 remote control 5 reason

### 3 Put these dates in the correct order

1 Ask the students to look at the dates and work in pairs to complete the task.

2 Check the answers by drawing a timeline on the board and inviting different students to write the dates in order along it.

*Answers:*

2 about 100 years ago
3 in the 1930s
4 before 1950
5 about 15 years ago
6 in 2015

### 4 Now rewrite these sentences using some of the dates and times from exercise 3

1 Write the first statement on the board and construct an example alternative as a class.

2 Go through the exercise orally, and then ask the students to complete the exercise in pairs.

3 Go round and monitor, helping where necessary.

4 Invite several students to read out their sentences.

***Answers:***

2 Not many people used to live in Egypt in the 1700s.
3 Omar's grandfather was an architect in the 1930s.
4 There didn't use to be many cars in Cairo about 100 years ago.

**REVIEW** SB page 49 WB page 35

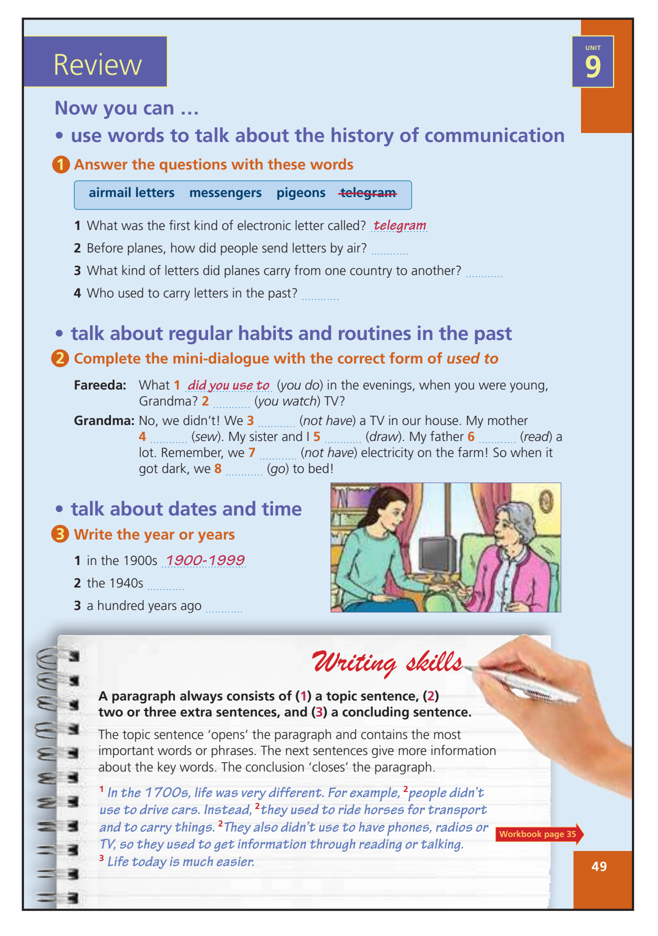
## Outcomes

- To review and practise the vocabulary and structures of the unit
- To learn about topic sentences

### Before using the book:

- Write **Communications** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

### SB Page 49


Review

UNIT 9

Now you can …

• use words to talk about the history of communication

1 Answer the questions with these words

airmail letters messengers pigeons ~~telegram~~

1 What was the first kind of electronic letter called? *telegram*
2 Before planes, how did people send letters by air? ..........
3 What kind of letters did planes carry from one country to another? ..........
4 Who used to carry letters in the past? ..........

• talk about regular habits and routines in the past

2 Complete the mini-dialogue with the correct form of *used to*

**Fareeda:** What 1 *did you use to* (*you do*) in the evenings, when you were young, Grandma? 2 .......... (*you watch*) TV?
**Grandma:** No, we didn't! We 3 .......... (*not have*) a TV in our house. My mother 4 .......... (*sew*). My sister and I 5 .......... (*draw*). My father 6 .......... (*read*) a lot. Remember, we 7 .......... (*not have*) electricity on the farm! So when it got dark, we 8 .......... (*go*) to bed!

• talk about dates and time

3 Write the year or years

1 in the 1900s *1900-1999*
2 the 1940s ..........
3 a hundred years ago ..........

*Writing skills*

**A paragraph always consists of (1) a topic sentence, (2) two or three extra sentences, and (3) a concluding sentence.**

The topic sentence 'opens' the paragraph and contains the most important words or phrases. The next sentences give more information about the key words. The conclusion 'closes' the paragraph.

*[1] In the 1700s, life was very different. For example, [2] people didn't use to drive cars. Instead, [2] they used to ride horses for transport and to carry things. [2] They also didn't use to have phones, radios or TV, so they used to get information through reading or talking. [3] Life today is much easier.*

Workbook page 35

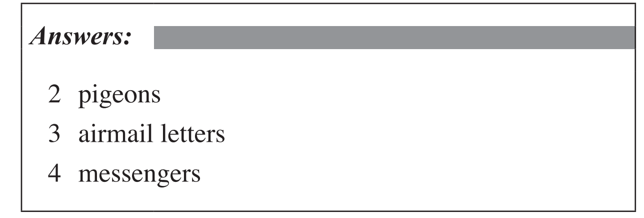
49

## 1 Answer the questions with these words

1 Elicit the communications vocabulary that the students have studied in the unit.

2 Students then complete the rest of the exercise individually before checking their answers with a partner.

3 Go through the answers with the whole class.


***Answers:***

2 pigeons
3 airmail letters
4 messengers

## 2 Complete the mini-dialogue with the correct form of *used to*

1 Elicit the form and use of *used to*.

2 Then ask the students to read the example and complete the rest of the dialogue in pairs.

3 Check the answers as a whole class and then invite different pairs of students to read out the whole dialogue.

Answers:

2 Did you use to watch
3 didn't use to have
4 used to sew
5 used to draw
6 used to read
7 didn't use to have
8 used to go

### 3 Write the year or years

1. Elicit different ways to talk about dates.
2. Then ask the students to write alternatives for the dates shown, as in the example.
3. Check answers.

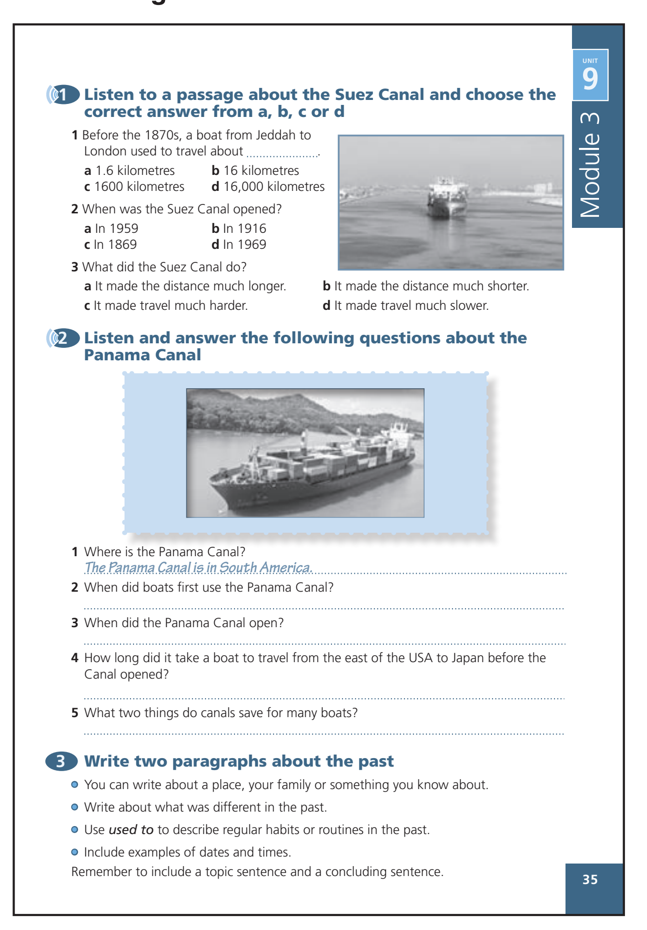
Answers:

2 1940–1949
3 around 19(17)

### Writing skills

1. Ask the students to cover the explanation and look at the paragraph in blue. Ask them to discuss in small groups what they think each sentence is doing (for example, introducing the idea and so on).
2. Invite them to share their ideas and then ask them to read the explanation and check.
3. As a class, write about another time period on the board. Include a topic sentence, two extra sentences, and a concluding sentence.

**WB Page 35**



UNIT 9

Module 3

**1 Listen to a passage about the Suez Canal and choose the correct answer from a, b, c or d**

1 Before the 1870s, a boat from Jeddah to London used to travel about ..................... .
a 1.6 kilometres b 16 kilometres
c 1600 kilometres d 16,000 kilometres

2 When was the Suez Canal opened?
a In 1959 b In 1916
c In 1869 d In 1969

3 What did the Suez Canal do?
a It made the distance much longer. b It made the distance much shorter.
c It made travel much harder. d It made travel much slower.

**2 Listen and answer the following questions about the Panama Canal**

1 Where is the Panama Canal?
*The Panama Canal is in South America.*
2 When did boats first use the Panama Canal?
3 When did the Panama Canal open?
4 How long did it take a boat to travel from the east of the USA to Japan before the Canal opened?
5 What two things do canals save for many boats?

**3 Write two paragraphs about the past**

- You can write about a place, your family or something you know about.
- Write about what was different in the past.
- Use *used to* to describe regular habits or routines in the past.
- Include examples of dates and times.

Remember to include a topic sentence and a concluding sentence.

35

### 1 Listen to a passage about the Suez Canal and choose the correct answer from a, b, c or d

1. Ask the students to read the sentences, questions and options. Ask them to predict the answers but do not confirm them at this point.
2. Explain that they are going to listen to a recording and choose the correct answers.
3. Play the recording while the students listen and choose the correct options. Ask them to compare their answers with a partner.
4. Check the answers as a whole class.

**Tapescript**

*Canals are very important for the world today. Before the 1870s, a boat from Jeddah to London used to travel about 16,000 kilometres. After the Suez Canal opened in 1869, the same boat could travel between the two cities but only go about 7,000 kilometres.*

***Answers:***

1 d　　2 c　　3 b

***Answers:***

Students' own answers

**2 Listen and answer the following questions about the Panama Canal**

**1** Elicit what the students know about the Panama Canal.

**2** Then ask them to read the questions and explain that they are going to listen to a recording about the Panama Canal and that they should listen and write the answers.

**3** Play the recording while the students write the answers. Remind them to use note form.

**4** Ask the questions in turn and invite different students to read out their answers. Encourage them to give their answers in full sentences.

**Tapescript**

*In South America there is another important canal, the Panama Canal. Boats first used this canal about 100 years ago. Before it opened in 1914, a boat that was travelling from the east of the USA to Japan used to take eight days longer and used to travel about 4,800 kilometres further. So today's canals save many boats a lot of time and fuel. That is good for all of us.*

***Answers:***

2 about 100 years ago
3 in 1914
4 eight days longer
5 a lot of time and fuel

**3 Write two paragraphs about the past**

**1** Ask the students to read the prompts and plan their writing by making notes for each point.

**2** Students then write their paragraphs, paying careful attention to the use of the past simple and *used to* forms. Go round and monitor, helping where necessary.

**3** Ask students to exchange their work with another student to check grammar and spelling.

**4** Invite volunteers to read out their paragraphs.

# Assessment

## Speaking task

***Outcome: to say dates and times***

Use SB page 47, exercise 5

Ask students to call out some dates and times and write them on the board.

Students make sentences using three of the dates and times. Assess them on their correct use of the time expressions.

## Reading task

***Outcome: to understand a text about the history of communication***

Use SB page 45, exercise 2 text

Write the following statements on the board:

**1 The Chinese were the first people to use paper.**
**2 Messengers on horses were used in Egypt.**
**3 Pigeons carried letters with their feet.**
**4 Planes took airmail letters around the world in the 1850s.**
**5 Email was invented in 1982**.

Students read the texts again and decide whether the statements are true or false.

## Writing task

***Outcome: to use* used to**

Use SB page 46, exercise 3

Students write five sentences about what they used to do when they were young but don't do now.

## Listening task

***Outcome: to understand information about the history of TV***

Use the tapescript for SB page 47, exercises 3 and 4

Write the following sentences on the board:

**1 Some people had televisions in the 1900s.**
**2 The first TVs were smaller than they are today.**
**3 Most TVs in Egypt were in colour in the 1960s.**
**4 Remote controls couldn't change channels until the 1950s.**

Students listen to the recording and decide whether the statements are true or false.

# REVIEW C

**SB pages 50-51**
**WB pages 36-39**

## LESSON 1 SB page 50

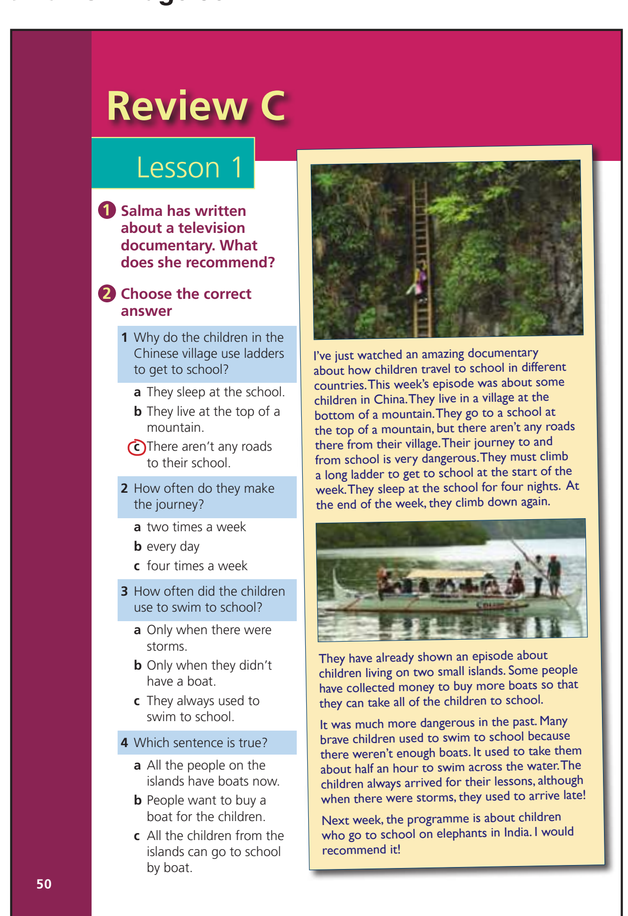
### Outcomes

- To review and practise the vocabulary and structures of Units 6–9

**Before using the book:**

- Ask the students what the themes of Module 3 were (*TV programmes, news reports, communications*). Ask what they enjoyed learning about most, and why.
- Elicit the grammar points they have practised (*the present perfect with* just, yet *or* already; *the present perfect with* for *or* since *and contrasted with the present simple;* used to) and any of the rules that they remember.

**SB Page 50**


Review C

Lesson 1

1 Salma has written about a television documentary. What does she recommend?

2 Choose the correct answer

1 Why do the children in the Chinese village use ladders to get to school?
a They sleep at the school.
b They live at the top of a mountain.
c There aren't any roads to their school.

2 How often do they make the journey?
a two times a week
b every day
c four times a week

3 How often did the children use to swim to school?
a Only when there were storms.
b Only when they didn't have a boat.
c They always used to swim to school.

4 Which sentence is true?
a All the people on the islands have boats now.
b People want to buy a boat for the children.
c All the children from the islands can go to school by boat.

I've just watched an amazing documentary about how children travel to school in different countries. This week's episode was about some children in China. They live in a village at the bottom of a mountain. They go to a school at the top of a mountain, but there aren't any roads there from their village. Their journey to and from school is very dangerous. They must climb a long ladder to get to school at the start of the week. They sleep at the school for four nights. At the end of the week, they climb down again.

They have already shown an episode about children living on two small islands. Some people have collected money to buy more boats so that they can take all of the children to school.

It was much more dangerous in the past. Many brave children used to swim to school because there weren't enough boats. It used to take them about half an hour to swim across the water. The children always arrived for their lessons, although when there were storms, they used to arrive late!

Next week, the programme is about children who go to school on elephants in India. I would recommend it!

50

### 1 Salma has written about a television documentary. What does she recommend?

1 Tell the students that they are going to review and consolidate what they have learned in Module 3 in Review C.

2 Ask them to look at the photos in exercise 1 and describe them (*top to bottom: a girl climbing a ladder surrounded by trees, children in school uniform on a boat*). Ask them to predict what the text will be about. Do not confirm their answers at this point.

3 The students read the text and find the answer. Tell them not to worry about any words they don't know at this stage. Then check the answer as a whole class.

***Answers:***

She recommends watching the programme next week.

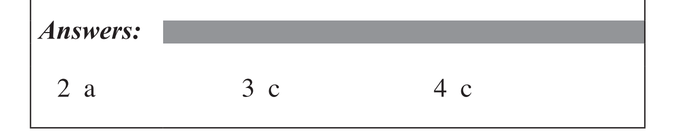
### 2 Choose the correct answer

1 Ask the students to read the questions and discuss the answers in pairs without referring back to the text.

2 They then read the text again more closely and check their answers.

3 Check the answers as a whole class, and then go through any unknown vocabulary.

4 Ask the students what they found interesting about the television documentary. Ask whether they would like to go to school in these ways and why/why not.


***Answers:***

| | | |
|---|---|---|
| 2 a | 3 c | 4 c |

## LESSON 2 SB page 51

### Outcomes

- To review and practise the vocabulary and structures of Units 7–9

SB Page 51

Lesson 2

Review C

1 Listen to Tarek's conversation with his friend Ashraf. Why does Tarek's mother call him?

2 Listen again and answer the questions

1 How long has Tarek been in Hurghada?
2 How did he and his family get to Hurghada?
3 Which tourist attraction has he just been to?
4 How often did Ashraf use to visit Hurghada?
5 Why doesn't Ashraf visit Hurghada now?

3 Mr Smith is travelling around the world. It is half past nine on 23rd June. Complete the sentences

~~already~~ for just since yet

1 He's *already* been to China.
2 He's been in Cairo .......... two days, .......... 21st June.
3 He's .......... hired a car.
4 He hasn't been to Aswan ..........



4 Choose the correct words

1 I have just watched an interesting *comedy* / *nature programme* about animals.
2 I always watch the *quiz* / *weather* on TV. Tomorrow, there's going to be a *fire* / *a storm*.
3 Ali wanted a drink of water but the bottle was *empty* / *dry*.
4 The students did a *documentary* / *survey* to find out who watched the most television.

5 Listen and repeat the final *ar* sound in *calendar*. Then listen and underline the same sound in these words

calendar container cooker cover neighbour vapour

Workbook pages 36-39

51

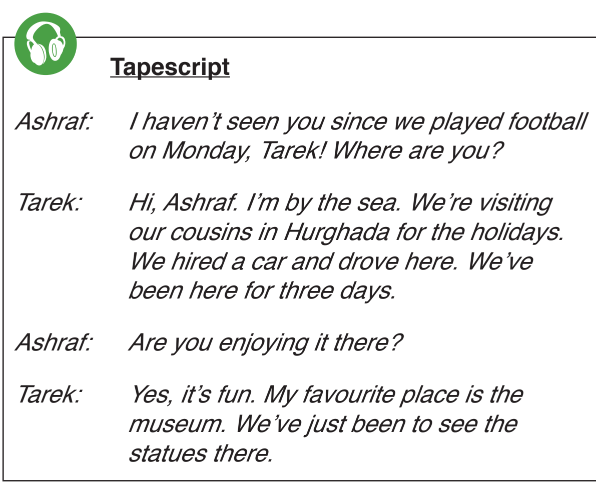
## 1 Listen to Tarek's conversation with his friend Ashraf. Why does Tarek's mother call him?

1 Ask the students to look at the photo and say what they can see (*a photo of Hurghada*).

2 Tell the students that Tarek is on holiday and that he is talking to his friend Ashraf on the phone.

3 Ask them to listen to the friends' conversation and answer the question.

4 Check the answer as a whole class.



**Tapescript**

Ashraf: *I haven't seen you since we played football on Monday, Tarek! Where are you?*

Tarek: *Hi, Ashraf. I'm by the sea. We're visiting our cousins in Hurghada for the holidays. We hired a car and drove here. We've been here for three days.*

Ashraf: *Are you enjoying it there?*

Tarek: *Yes, it's fun. My favourite place is the museum. We've just been to see the statues there.*

Ashraf: *I've never been to the museum, but I've been to Hurghada.*

Tarek: *When did you visit Hurghada?*

Ashraf: *We used to visit it every summer. An uncle and aunt used to live there. They don't live there now. They live in Cairo.*

Tarek: *I like it here. There's a lot to see and do. Oh! My mum's just called me. She's just bought me an ice cream. Shall we go to the park on Saturday? I'll be back on Friday.*

Ashraf: *Yes, that's a good idea. I'll phone you on Saturday morning.*

***Answers:***

She has just bought him an ice cream.

## 2 Listen again and answer the questions

1 Ask the students to read the questions in exercise 2. Can the students answer any of the questions from memory?

2 Then play the recording again and ask the students to listen and write their answers.

3 You may need to pause after each piece of information to allow the students time to write their answers. Then play the whole recording again for them to check.

4 Check the answers as a whole class.

5 Ask *Have you ever been to Hurghada? What did you do there? Would you like to go to Hurghada (again)?*

***Answers:***

1 He's been there for three days.
2 They hired a car and drove there.
3 He has just been to the museum.
4 He used to visit Hurghada every summer.
5 Because his uncle and aunt do not live there now.

## 3 Mr Smith is travelling around the world. It is half past nine on 23rd June. Complete the sentences

1 Ask the students to look at the picture of Mr Smith writing in his diary and the page from Mr Smith's diary.

2 Tell them that it is half past nine on 23rd June now. Ask them to work in pairs to say what Mr Smith has *already* done, what he has *just* done and what he hasn't done *yet*.

3 Then ask them to complete the sentences using the words in the box.

4 Check the answers as a whole class.

***Answers:***

2 for, since    3 just    4 yet

**4 Choose the correct words**

1 Ask the students to look at the photo and say what they can see (*a turtle swimming in the sea*).

2 Elicit the themes of Module 3 (*TV programmes, news reports, communications*).

3 Then ask them to complete the exercise in pairs.

4 Check the answers as a whole class.

5 Ask the students which topics they have enjoyed most in the module. Then ask them to work in small groups to talk about what they have enjoyed most in the course. Invite them to share their opinions with the rest of the class, and ask them to give reasons for their answers.

***Answers:***

2 weather, a storm
3 empty
4 survey

**5 Listen and repeat the final *ar* sound in *calendar*. Then listen and underline the same sound in these words**

1 Elicit the meaning of *calendar* and the words in the box.

2 Then play the recording and ask the students to listen and underline the /ə/ sound in each of the words.

3 Play the words again, pausing after each one for the students to repeat. Then ask them to say how the /ə/ sound is represented by different letters (*er, our, ar*).

**Tapescript**

| | | |
|---|---|---|
| *calendar* | *container* | *cooker* |
| *cover* | *neighbour* | *vapour* |

***Answers:***

container, cooker, cover, neighbour, vapour

## Practice Test 3a

**1 Listen and choose the correct answer from a, b, c or d**

**Tapescript**

*Injy:* *Let's watch a film, Amal.*
*Amal:* *I'd rather watch the comedy.*
*Injy:* *I saw it and it's not funny.*
*Amal:* *OK, let's watch the nature programme, Injy.*
*Injy:* *OK.*

**2 Listen and answer the following questions**

**Tapescript**

*Marawan:* *Hello?*
*Selim:* *Hello, Marawan! I haven't seen you since we met on Wednesday. Where are you?*
*Marawan:* *Hi, Selim. I'm in Alexandria. We've been here for three days.*

## Practice Test 3b

**1 Listen and choose the correct answer from a, b, c or d**

**Tapescript**

*Tonight's documentary's about someone who walked 6,000 kilometres up the Nile. He had problems with snakes, crocodiles and high temperatures, but he met wonderful people.*

**2 Listen and answer the following questions**

**Tapescript**

*Most people go online to use the social network. They use it to communicate with friends. They can also watch videos and read the news.*

# Practice Test 3a

Module 3

## A Listening

### 1 Listen and choose the correct answer from a, b, c or d:

1 What does Amal want to watch?
**a** a film **b** a nature programme ⓒ a comedy **d** a documentary

2 Why does Injy not recommend the programme Amal wants?
**a** She's never seen it. ⓑ It is not funny. **c** It has just finished. **d** She's seen it before.

3 What kind of programme do they agree to watch?
ⓐ a nature programme **b** a quiz show **c** a comedy **d** a documentary

### 2 Listen and answer the following questions:

1 When was the last time Selim saw Marawan? *on Wednesday*
2 Where is Marawan now? *He's in Alexandria.*
3 How long has Marawan been there? *He's been there for three days.*

## B Language Functions

### 3 Complete the following dialogue:

*Kamal and Imad are discussing today's news.*

**Kamal:** Have you heard what **1** *happened* in the city today?
**Imad:** Yes, there was a fire in the new hotel.
**Kamal:** That's right. Is it **2** *true* that some people were in rooms on the second floor?
**Imad:** Yes, they couldn't use the stairs. Firefighters used ladders to help them.
**Kamal:** I **3** *heard* about that.
**Imad:** They **4** *say* that the firefighters were very brave.

### 4 Supply the missing parts in the following two mini-dialogues:

1 **Omar:** Let's watch something on TV.
**Nabil:** OK. *Would you recommend that we watch the comedy?*
**Omar:** No, I wouldn't recommend it. It's not very funny.

2 **Mona:** *Have you heard what / Did I tell you what happened to my sister?*
**Fatma:** No. What happened to your sister?
**Mona:** She won a prize for writing an English poem.

## C Reading Comprehension

### 5 Read the following, then answer the questions:

**To:** Sameer **From:** Ali **Subject:** TV programme

Hi Sameer,
I am watching an interesting documentary on TV about toys. In the past, children only used to play with simple toys. Now, toy makers have invented some exciting new toys. The programme has just shown the newest toys that you can buy in Japan. The girl on TV now is very excited. She has just bought an amazing doll with a computer inside. It can run, walk, carry things and dance. There's another toy that can fly, but they haven't shown this one yet.
What are you doing now?
Ali

1 What kind of TV programme is Ali watching? *He is watching a documentary.*
2 What was different in the past? *Children only used to play with simple toys.*
3 Why is the girl on TV excited ? *She has just bought an amazing doll with a computer inside.*
4 What does the underlined It refer to?
a a TV b a computer (c) a doll d Japan
5 The programme ............. the toy that can fly.
a won't show (b) has not yet shown c has already shown d shows

## D The Reader

**6 a. Put the events into the correct order:**

[4] The dangerous men came to the island again with a prisoner who escaped.
[3] With his telescope, Crusoe saw a large Spanish ship which was slowly sinking.
[1] After Crusoe found the footprint on the beach, he didn't feel safe.
[2] Crusoe saw the dangerous men who quickly left the island.

**b. Answer the following questions:**

1 Why didn't Crusoe want Friday to be his slave?
*He wanted to have a friend.*
2 What did Crusoe hear while he was walking on the hill?
*He heard some guns.*
3 Why do you think Crusoe taught Friday to speak English?
*Students' own answers*
4 Why do you think Crusoe found life difficult in England?
*Students' own answers*

## E Vocabulary and Structure

**7 Choose the correct answer from a, b, c or d:**

1 This cup is clean. I have ............. washed it.
(a) just b yet c ever d never
2 It is ten past eight. The eight o'clock train left ten minutes ............. .
a past (b) ago c to d since
3 Omar has lived in El Minya ............. 2012.
a for b at c in (d) since
4 Leila's mother ............. be a teacher, but now she works in a bank.
a is b use to c use (d) used to
5 What ............. is the news on, is it 1 or 2?
(a) channel b television c canal d announcer
6 Don't use water to put ............. an electric fire.
a on b off (c) out d in
7 The window was very high so we used a ............. to open it.
(a) ladder b leather c lid d doll
8 The ............. of computers is less than it used to be.
a money (b) price c much d pounds

**8 Read and correct the underlined words:**

1 Science is a very interested subject. *interesting*
2 Our teacher has been at this school since ten years. *for*
3 I want to encourage dinosaurs on the internet to learn more about them.
*research/find out about*
4 That shirt is too expensive! Can you lower the reason, please? *price*

## F Writing

**9 Write a paragraph of six sentences about why you think that the internet is important .**

*Students' own answers*

Module 3

Module 3

# Practice Test 3b

## A Listening

### 1 Listen and choose the correct answer from a, b, c or d:

1 What type of programme is on TV tonight?
a a nature programme
b the news
(c) a documentary
d a quiz show

2 What is the programme about?
a animals along the Nile
b the mountains and deserts of Egypt
(c) a man's 6,000-kilometre walk
d tribes in Egypt

3 Which of the following did the man not have a problem with?
(a) the people he met
b snakes and crocodiles
c the temperature
d the sea animals

### 2 Listen and answer the following questions:

1 Why do most people usually go online? *to use the social network*
2 Who do people usually communicate with on social networking sites?
*They communicate with friends.*
3 Name two more activities on the internet that are mentioned by the speaker.
*watch videos and read the news*

## B Language Functions

### 3 Complete the following dialogue:

*Dina and Sawsan are discussing what to watch tonight.*

**Dina:** There's a film on TV tonight. **1** *Let's* watch it.
**Sawsan:** Is it *Meet my Cousins*? I **2** *don't* like the sound of that.
**Dina:** What would like to watch, then, Sawsan?
**Sawsan:** I'd **3** *rather* watch the nature programme. It's about elephants. It **4** *sounds* interesting.
**Dina:** I don't think I've seen that.
**Sawsan:** Great! You'll love it!

### 4 Supply the missing parts in the following two mini-dialogues:

1 **Yehya:** How long have you lived in this house?
**Khaled:** *I've lived here for thirteen years.*
**Yehya:** Thirteen years? That's a long time!

2 **Zeinab:** Is it true that Sara is in hospital?
**Randa:** Yes. *I heard about that.* She broke her leg.
**Zeinab:** Poor Sara!

## C Reading Comprehension

### 5 Read the following, then answer the questions:

People used pigeons to communicate hundreds of years ago. However, tour guides in Colorado, USA, are using pigeons today! The guides take photographs of the tourists who have travelled down an exciting river. They then use the pigeons to carry the cards from the cameras 30 kilometres down the river to their office, where they can print the photos. They used to take the cards from the cameras by car, but this took a long time. The pigeons take just 20 minutes. After the tourists have travelled back to the office, the photos are ready to see.

1 Who uses pigeons in Colorado today? *tour guides*
2 What do the pigeons carry? *They carry cards from cameras.*
3 What did people use pigeons for hundreds of years ago?
*for communication / to communicate*
4 .............. take a shorter time to take the cards to the office.
(a) Pigeons　**b** Cars　**c** Tour guides　**d** Cameras
5 The tourists can .............. when they return to the office.
(a) see their photos　**b** meet the pigeons　**c** print their photos　**d** take the pigeons

## D The Reader

### 6 a. Put the events into the correct order:

[*2*] Crusoe and Friday rescued the English captain and his two friends.
[*4*] Crusoe found it difficult to live happily in England, so he decided to go to sea again.
[*1*] One day, Crusoe was surprised to see an English ship.
[*3*] Crusoe returned to England by the ship that the English captain gave to him.

### b. Answer the following questions:

1 Why did the English captain give Crusoe his ship?
*to thank him for saving him (from the mutineers)*
2 How many children did Crusoe have?
*He had three.*
3 Why do you think Crusoe lived happily on the island for a time with his three friends?
*Students' own answers*
4 Why do you think Crusoe decided to return to the island from England?
*Students' own answers*

## E Vocabulary and Structure

### 7 Choose the correct answer from a, b, c or d:

1 Have you done your English homework .............. ?
**a** just　(b) yet　**c** never　**d** ever
2 Fareeda is not hungry because she has .............. had lunch.
**a** yet　(b) already　**c** never　**d** usually
3 What did you .............. watch on TV when you were younger?
**a** use　(b) use to　**c** used to　**d** used
4 I .............. like tennis, but now I love it.
**a** not use to　**b** not used to　(c) didn't use to　**d** didn't used to
5 This programme is very .............. . I always laugh when I watch it!
**a** ferry　(b) funny　**c** famous　**d** full
6 The children all want to play with the new toy. They should take .............. .
**a** times　**b** tyres　**c** prices　(d) turns
7 There is no water in this bottle. It is .............. .
(a) empty　**b** filled　**c** space　**d** full
8 The class did a .............. to find out how people travelled to school.
**a** programme　(b) survey　**c** telegram　**d** prize

### 8 Read and correct the underlined words:

1 The children are very <u>exciting</u> about going to the museum. *excited*
2 I'm hungry. I haven't had lunch <u>already</u>. *yet*
3 Our teacher <u>gave</u> us with all the information we needed to do our project. *provided/supplied*
4 Layali got a <u>rescue</u> for winning the race. *prize / medal*

## F Writing

### 9 Write an email to your cousin about what you have already done today. Your name is Sameer(a) and your cousin is Nabil(a).

*Students' own answers. Answer should include to, from and subject.*

# Reader: *Robinson Crusoe*

## by Daniel Defoe

## CHAPTER 1 SB pages 53–55

### LESSON 1 SB page 53

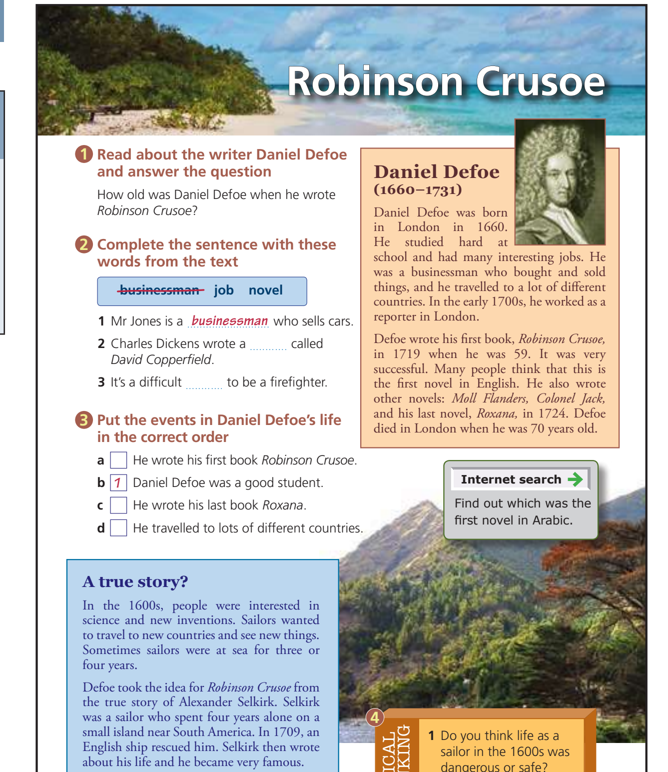
**Outcomes**

- To learn about Daniel Defoe
- To understand the background to the story

**Before using the book:**

1. Write the title of the reader **Robinson Crusoe** on the board and ask the students to tell you what they think the story might be about. Ask them what kind of story they think it will be, e.g. funny, serious, happy, sad; an adventure story, a detective story, a sci-fi story.
2. Ask students *What do sailors do? What do you think they used to take with them when they travelled somewhere new? What do you think life was like during the 1600s? Do you like travelling to new places?* Encourage students to give as much information as they can.
3. Explain that they are going to read the story over the next four weeks but first they are going to find out something about the writer.

SB Page 53



# Robinson Crusoe

**1 Read about the writer Daniel Defoe and answer the question**

How old was Daniel Defoe when he wrote *Robinson Crusoe*?

**2 Complete the sentence with these words from the text**

~~businessman~~ job novel

1 Mr Jones is a *businessman* who sells cars.
2 Charles Dickens wrote a ........ called *David Copperfield*.
3 It's a difficult ........ to be a firefighter.

**3 Put the events in Daniel Defoe's life in the correct order**

a ☐ He wrote his first book *Robinson Crusoe*.
b *1* Daniel Defoe was a good student.
c ☐ He wrote his last book *Roxana*.
d ☐ He travelled to lots of different countries.

**Daniel Defoe (1660–1731)**

Daniel Defoe was born in London in 1660. He studied hard at school and had many interesting jobs. He was a businessman who bought and sold things, and he travelled to a lot of different countries. In the early 1700s, he worked as a reporter in London.

Defoe wrote his first book, *Robinson Crusoe,* in 1719 when he was 59. It was very successful. Many people think that this is the first novel in English. He also wrote other novels: *Moll Flanders, Colonel Jack,* and his last novel, *Roxana,* in 1724. Defoe died in London when he was 70 years old.

**Internet search**

Find out which was the first novel in Arabic.

**A true story?**

In the 1600s, people were interested in science and new inventions. Sailors wanted to travel to new countries and see new things. Sometimes sailors were at sea for three or four years.

Defoe took the idea for *Robinson Crusoe* from the true story of Alexander Selkirk. Selkirk was a sailor who spent four years alone on a small island near South America. In 1709, an English ship rescued him. Selkirk then wrote about his life and he became very famous.

Robinson Crusoe is like Selkirk. He made a good home on the island and grew his own food. He had animals and he made his own clothes. He learnt to live alone.

**4 CRITICAL THINKING**

1 Do you think life as a sailor in the 1600s was dangerous or safe?
2 Would you like to live alone on an island? Why / Why not?

53

### 1 Read about the writer Daniel Defoe and answer the question

1. If possible, take a map of the world into class with you. Ask students to read the question. Ask them to look at the biography and work out how old Defoe was when he died (*70 years old*).
2. Before they read about Defoe, ask them the following questions:
   - What century are we in now? (*21st*)
   - Why do business people travel to other countries? (*to buy and sell things*)
   - What does a reporter do? (*A reporter gathers news and information to inform the public about what's happening. They often write for newspapers.*)

   Teach these words if they don't know them.

3 Ask the students to read the biography carefully. Then go around the class, asking different students to read the sentences in turn. Help with pronunciation if necessary, paying attention to the way years are said in English (for example, *seventeen nineteen*).

4 Ask the students to answer the question.

5 Choose students to find London on the map. Ask *Which country is it in?* (*England*). Ask them what they know about London.

***Answers:***

He was 59.

**2 Complete the sentences with these words from the text**

1 Ask the students to look at the example and explain that they have to complete each sentence with a word from the box.

2 Students complete the exercise in pairs.

3 Check the answers as a whole class.

4 Then ask the students whether there were any other words they weren't sure about in the text and discuss their meanings.

***Answers:***

2 novel  3 job

**3 Put the events in Daniel Defoe's life in the correct order**

1 Ask the students to discuss the order of the events in pairs before reading the text again and checking their ideas.

2 Check the answers as a class.

***Answers:***

2 d  3 a  4 c

**Internet search**

1 Ask the students what their favourite novels written in Arabic are. Write a list on the board. Then ask them to find out what the first novel in Arabic was. Ask them to find out who wrote it and when it was published (Zaynab *by the Egyptian author Muhammad Husayn Haykal, published in 1913*).

2 Students share their findings with the rest of the class. Ask them whether they have read the book and whether they enjoyed it, or whether they would like to read it.

**4 Critical thinking**

1 Ask the students to read the text and check any unknown words. Then ask *Do you think life was exciting in the 1600s? Why/Why not?*

2 Then ask them to work in small groups to discuss the questions. Remind students that they will not find all the answers to these questions in the information they have read. They have to use the information and give their opinions. Monitor while they are working, helping if necessary. Encourage them to give reasons for their answers.

3 Then ask students to make new groups. Two students from one group join two students from another group to share their ideas.

4 Finally, discuss the questions together as a whole class. Ask how they would survive if they lived on an island (for example, they could catch fish and make a shelter).

***Suggested answers:***

1 It was probably dangerous. Their boats may not have been as strong as they are today, and the sea can be very rough. They were also away for a long time. They couldn't communicate with other ships or people on land if they had a problem.

2 Students' own answers.

## LESSON 2 SB pages 54-55

**Outcomes**

- To read Chapter 1
- To make predictions

## SB Page 54

### Robinson Crusoe Chapter 1

Robinson Crusoe was born in 1632 in York in England. He worked hard at school. His parents wanted him to find a good job, but he wanted to go to sea and become a sailor.

When he was 18, he went to London and found a ship which was sailing to a country in West Africa called Guinea. He bought some **goods** which he wanted to sell in Guinea and got on the ship. A short time later, the ship left London.

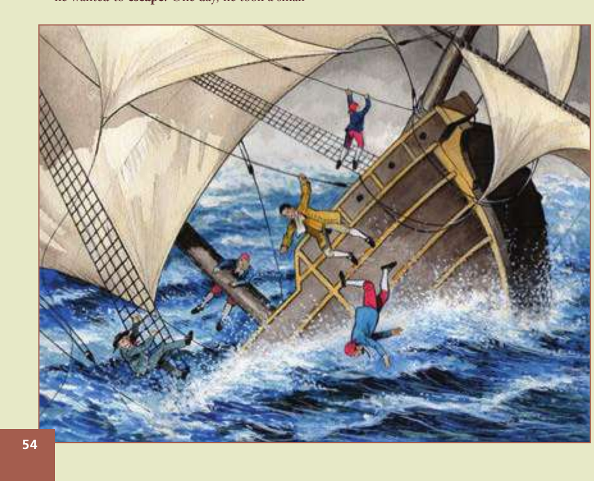
During the long **voyage**, Crusoe became a good sailor. When the ship arrived in Guinea, he sold his goods and he went back to London with a lot of money.

In London, Crusoe bought more goods to sell and he sailed towards Guinea again. When they were sailing towards Africa, some **pirates** took the ship. The pirates took Crusoe and the other sailors to Morocco and sold them as **slaves**.

After two years, Crusoe was very unhappy and he wanted to **escape**. One day, he took a small fishing boat. He put some food and water in the boat and he sailed out to sea.

After some days in the small boat, a ship sailed by and the **captain** of the ship rescued Crusoe. The captain was a kind man and his ship took Crusoe to Brazil, where he became a farmer and lived happily. After a few years, Crusoe wanted to be a **trader** again, and in 1659 he sailed with some friends to Guinea to sell more goods.

During their voyage, the ship sailed into a big storm. The storm became worse and finally the ship started to sink. All the sailors were **thrown** into the sea. The next morning, Crusoe woke up on a **beach**, but he couldn't see any of his friends, only the ship's two cats. There was nobody from the ship with him. He looked around the beach and he found a small river where he could wash and drink some water. That first night, he slept in a big tree so that he was safe from dangerous animals or people.



54

### Prereading activity

1 Ask the students to look at the picture and ask *What can you see?* (*an old sailing ship*) *What is it made of?* (*wood*) *What's happening?* (*The boat is sinking*.) *Who are the people?* (*sailors*) *What's happening to them?* (*They are falling into the sea*.). Ask them why they think the ship is sinking.

2 Tell the students they are going to read the first chapter of *Robinson Crusoe*. Ask them to work in small groups to think about what they already know about the story and to predict words that might be in the text. Invite each group to read out their list and write them on the board.

### Reading the story

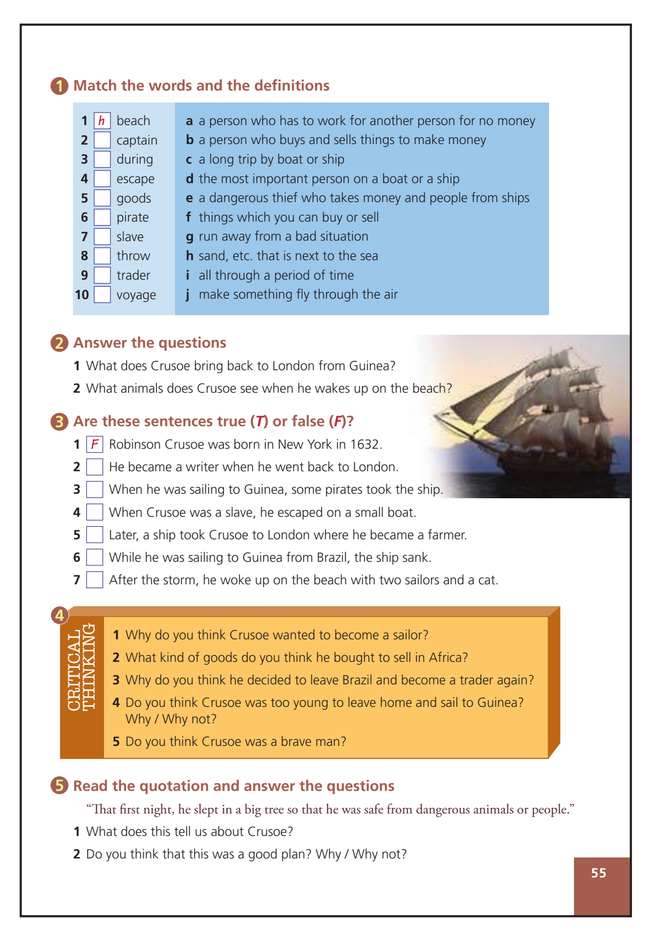
1 Ask the students to read Chapter 1 carefully to themselves. Ask them to identify which of the words on the board are in the text. Check this with the whole class.

2 Ask students to tell you where Robinson Crusoe went to (*Guinea in West Africa, Morocco and Brazil*). Ask them to find the countries on the world map.

3 Invite different students to read out the paragraphs of the story, paying careful attention to pronunciation. Make a note of any difficult words and model the pronunciation for the students to repeat after you.

4 Ask the students *What do you think the picture shows?* (*Robinson Crusoe's ship*). Ask *Which sailor do you think is Robinson Crusoe?* (*Any of the sailors could be Robinson Crusoe*.) *What do you think the other sailors did next?* (*Maybe they swam to other islands*.).

## SB Page 55



**1 Match the words and the definitions**

| | | |
|---|---|---|
| 1 | h | beach |
| 2 | | captain |
| 3 | | during |
| 4 | | escape |
| 5 | | goods |
| 6 | | pirate |
| 7 | | slave |
| 8 | | throw |
| 9 | | trader |
| 10 | | voyage |

a a person who has to work for another person for no money
b a person who buys and sells things to make money
c a long trip by boat or ship
d the most important person on a boat or a ship
e a dangerous thief who takes money and people from ships
f things which you can buy or sell
g run away from a bad situation
h sand, etc. that is next to the sea
i all through a period of time
j make something fly through the air

**2 Answer the questions**

1 What does Crusoe bring back to London from Guinea?
2 What animals does Crusoe see when he wakes up on the beach?

**3 Are these sentences true (*T*) or false (*F*)?**

1 *F* Robinson Crusoe was born in New York in 1632.
2 He became a writer when he went back to London.
3 When he was sailing to Guinea, some pirates took the ship.
4 When Crusoe was a slave, he escaped on a small boat.
5 Later, a ship took Crusoe to London where he became a farmer.
6 While he was sailing to Guinea from Brazil, the ship sank.
7 After the storm, he woke up on the beach with two sailors and a cat.

**4 CRITICAL THINKING**

1 Why do you think Crusoe wanted to become a sailor?
2 What kind of goods do you think he bought to sell in Africa?
3 Why do you think he decided to leave Brazil and become a trader again?
4 Do you think Crusoe was too young to leave home and sail to Guinea? Why / Why not?
5 Do you think Crusoe was a brave man?

**5 Read the quotation and answer the questions**

"That first night, he slept in a big tree so that he was safe from dangerous animals or people."

1 What does this tell us about Crusoe?
2 Do you think that this was a good plan? Why / Why not?

55

### 1 Match the words and the definitions

1 Ask the students to cover the definitions on the right and read the words on the left. Model the pronunciation. Then ask the students to work in small groups to find the words in the text on page 54 and discuss their meanings. Ask the groups to share their ideas and discuss the meanings with the whole class.

2 Ask the students to uncover the definitions and work individually to match them with the words before checking their answers in pairs. Then check the answers as a whole class.

***Answers:***

| | | |
|---|---|---|
| 2 d | 3 i | 4 g |
| 5 f | 6 e | 7 a |
| 8 j | 9 b | 10 c |

### 2 Answer the questions

1. Ask the students to read the questions. Ask them whether they remember the information from the text.
2. Then ask them to read the text again quickly to find the answers, before checking the answers with the whole class.

***Answers:***

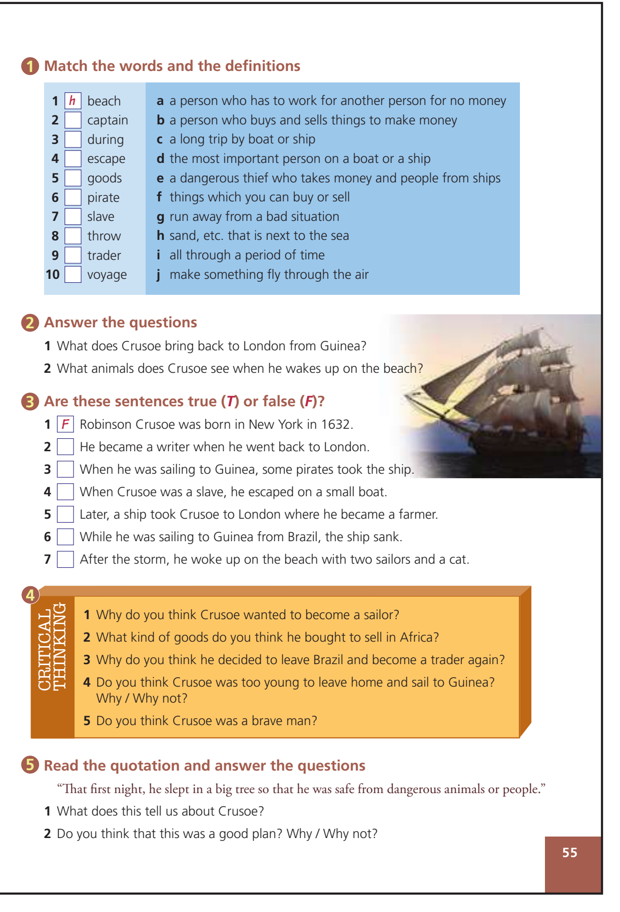
1 a lot of money
2 the ship's two cats

## LESSON 3 SB pages 54-55

### Outcomes

- To answer true/false questions about the story
- To discuss good things that happened to Robinson Crusoe
- To talk about Robinson Crusoe's character

SB Page 55



**1 Match the words and the definitions**

| | | |
|---|---|---|
| 1 | h beach | a a person who has to work for another person for no money |
| 2 | captain | b a person who buys and sells things to make money |
| 3 | during | c a long trip by boat or ship |
| 4 | escape | d the most important person on a boat or a ship |
| 5 | goods | e a dangerous thief who takes money and people from ships |
| 6 | pirate | f things which you can buy or sell |
| 7 | slave | g run away from a bad situation |
| 8 | throw | h sand, etc. that is next to the sea |
| 9 | trader | i all through a period of time |
| 10 | voyage | j make something fly through the air |

**2 Answer the questions**

1 What does Crusoe bring back to London from Guinea?
2 What animals does Crusoe see when he wakes up on the beach?

**3 Are these sentences true (*T*) or false (*F*)?**

1 F Robinson Crusoe was born in New York in 1632.
2 He became a writer when he went back to London.
3 When he was sailing to Guinea, some pirates took the ship.
4 When Crusoe was a slave, he escaped on a small boat.
5 Later, a ship took Crusoe to London where he became a farmer.
6 While he was sailing to Guinea from Brazil, the ship sank.
7 After the storm, he woke up on the beach with two sailors and a cat.

**4 CRITICAL THINKING**

1 Why do you think Crusoe wanted to become a sailor?
2 What kind of goods do you think he bought to sell in Africa?
3 Why do you think he decided to leave Brazil and become a trader again?
4 Do you think Crusoe was too young to leave home and sail to Guinea? Why / Why not?
5 Do you think Crusoe was a brave man?

**5 Read the quotation and answer the questions**

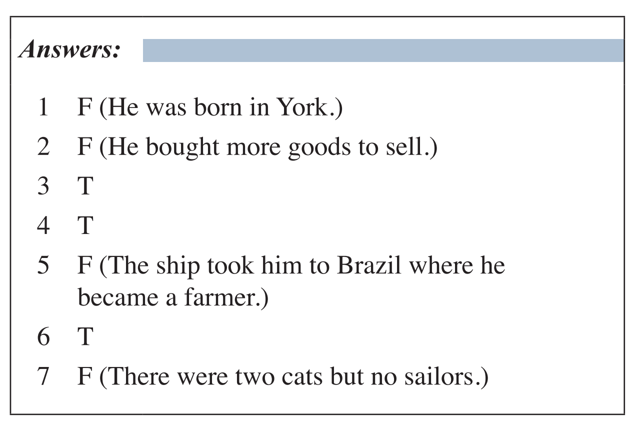
"That first night, he slept in a big tree so that he was safe from dangerous animals or people."

1 What does this tell us about Crusoe?
2 Do you think that this was a good plan? Why / Why not?

55

### 3 Are these sentences true (*T*) or false (*F*)?

1. Ask the students to read the sentences and decide with a partner whether they are true or false, without referring back to the text.
2. Ask the pairs to share their ideas. Then ask them to read the text again carefully to confirm their answers.
3. Check answers as a whole class. Invite different students to correct the false sentences.



***Answers:***

1 F (He was born in York.)
2 F (He bought more goods to sell.)
3 T
4 T
5 F (The ship took him to Brazil where he became a farmer.)
6 T
7 F (There were two cats but no sailors.)

### 4 Critical thinking

1. Ask the students to read the questions and think about them individually.

2. Then ask the students to discuss the questions in small groups. Monitor as they are working, and encourage them to give reasons for their answers.
3. Ask each group to tell the rest of the class what they discussed for one of the questions. Then ask the rest of the class to say whether they agree or not and why.

***Suggested answers:***

1. Because he wanted to travel and see the world.
2. Students' own answers
3. Because trading was an exciting life and he was able to be a sailor again.
4. Students' own answers
5. Probably, because he escaped the pirates and learned to survive on his own.

### 5 Read the quotation and answer the questions

1. Ask the students to read the quotation from the story and discuss the questions with a partner.
2. Invite different pairs to share their ideas and hold a short class discussion. Encourage the students to give reasons for their answers and to suggest alternative courses of action.

***Answers:***

Students' own answers

## CHAPTER 2 SB pages 56–57

### LESSON 1 SB page 56

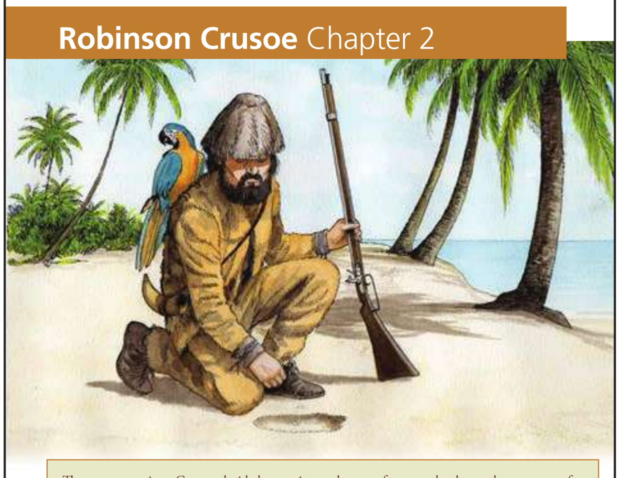
**Outcomes**

- To read the next part of the story
- To talk about living on a desert island

### Before using the book:

1. Ask the students some questions to remind them about Chapter 1, e.g. *Which countries did Robinson Crusoe go to? What different jobs did he have? How do you think he felt when he escaped from the pirates? How did he feel when he found himself on the beach alone?*
2. Ask the students to work in small groups to discuss what they think might happen next in the story. Then invite different groups to share their ideas with the rest of the class.

### SB Page 56




The next morning, Crusoe decided to swim back to the ship before it sank. He found some boxes of rice, cheese and meat. He looked for his friends, but there was nobody on the ship. He built a small **raft** and during the next few days he went back to the ship many times to collect food, tools, guns, knives and **rope**.

That night, there was another storm and the ship sank. Crusoe spent the next few months building a strong fort where he could live. He made a table and chairs and one day he found some goats. He had a lot of things from the ship which were useful. He had a small **telescope**, a **compass**, some books, pens, ink and paper. He decided to write a **diary** every day.

When he walked around the island, he found a beautiful **valley**. In the valley, there were orange and lemon trees and melons. It was beautiful and he decided to build a second house there.

One day, he caught a **parrot**. He taught it to say some words. This made him very happy. In the next few months, he made some pots for cooking and keeping his food. He had meat from the goats and he used his rice to grow more rice.

After three years on the island, he decided to build a boat. He cut down a very large tree and he spent four months building a big boat. But he couldn't push the boat to the beach because it was too big!

In the next few years, Crusoe learned to make clothes from animal skins and he built a smaller boat which he used to sail around the island. He caught some more goats and he made cheese from their milk. His life was good now.

Then, one day while he was walking along the beach, he saw a man's **footprint**! He was very afraid and he ran back to his fort. He stayed there for three days and made his fort stronger. A few days later, he saw a fire on the beach and a man's bones. The men who were visiting the island were really dangerous.

56

### Prereading activity

1. Ask students to look at the picture and ask *What can you see? Who is the man? What kind of bird is it? What is he looking at? What is he holding and why?*

### Reading the story

1. Ask the students where they think the next part of the story takes place. Then ask them to read Chapter 2 quickly to check their ideas (*it takes place on the island*).
2. Students then read the text again more carefully. Ask them to try to find words connected to the picture in the text. Check their ideas but do not confirm them at this point.
3. Ask them to look again at the text and work in pairs to make a list of the things which Robinson Crusoe found on the island (*goats, a beautiful valley, orange and lemon trees, melons, a parrot*). Invite different pairs to read out their lists and write the words on the board. Go through the meanings with the whole class.

4 Ask *Do you think the island would be a nice place to live? Why/Why not*?

5 Ask the students what they think of the story so far. Ask them whether they want to know what happens next and confirm what kind of story it is (*an adventure story*).

## LESSON 2 SB pages 56-57

### Outcomes

• To answer reading comprehension questions

• To learn words connected with survival

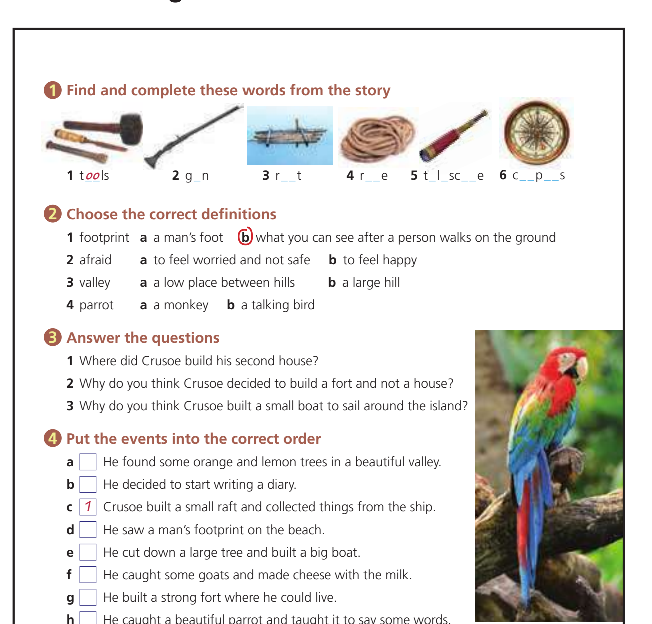
### Before using the book:

1 Ask the students to tell you what they remember about Chapter 2, without referring to the text.

2 Write the word **survival** on the board and discuss the meaning with the class. Ask them to work in small groups to talk about what they would do to survive if they were alone on a mountain for a day.

3 Ask the groups to share their ideas, and hold a class vote for the best survival tips.

### SB Page 57



1 Find and complete these words from the story

1 tools 2 g_n 3 r__t 4 r__e 5 t_l_sc__e 6 c__p__s

2 Choose the correct definitions

1 footprint a a man's foot (b) what you can see after a person walks on the ground

2 afraid a to feel worried and not safe b to feel happy

3 valley a a low place between hills b a large hill

4 parrot a a monkey b a talking bird

3 Answer the questions

1 Where did Crusoe build his second house?

2 Why do you think Crusoe decided to build a fort and not a house?

3 Why do you think Crusoe built a small boat to sail around the island?

4 Put the events into the correct order

a ☐ He found some orange and lemon trees in a beautiful valley.

b ☐ He decided to start writing a diary.

c 1 Crusoe built a small raft and collected things from the ship.

d ☐ He saw a man's footprint on the beach.

e ☐ He cut down a large tree and built a big boat.

f ☐ He caught some goats and made cheese with the milk.

g ☐ He built a strong fort where he could live.

h ☐ He caught a beautiful parrot and taught it to say some words.

5 CRITICAL THINKING

1 How did Crusoe's life as a farmer in Brazil help him on the island?

2 Crusoe had a telescope, a compass and some tools. Which of these things do you think was the most useful? Why?

3 Why do you think Crusoe decided to build a second house?

4 Why was Crusoe afraid when he saw the man's footprint on the beach?

6 Read the quotation and answer the question

"One day, he caught a parrot. He taught it to say some words. This made him very happy."

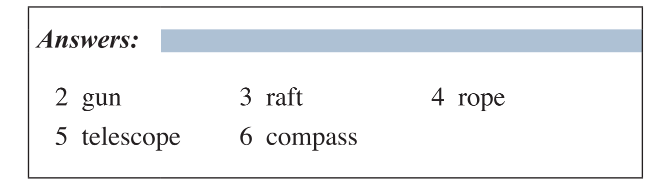
Why do you think Crusoe felt happy when his parrot learned to say some words?

57

### 1 Find and complete these words from the story

1 Ask the students to cover the letters below the pictures and elicit the words for the items. Then ask them to look at the words and to complete the missing letters by finding the words in the text.

2 Check answers as a whole class. Ask *Which of the items can you see in the picture on page 56?* (*a gun*).



***Answers:***

| 2 gun | 3 raft | 4 rope |
|---|---|---|
| 5 telescope | 6 compass | |

### 2 Choose the correct definitions

1 Write the four words on the board and model the pronunciation for students to repeat after you. Ask them what they think the words mean.

2 Then ask them to decide which of the definitions they think is correct for each word before checking their answers with a partner.

3 Check the answers with the whole class. Then ask *Are any of the words connected to the*

*picture on page 56?* (*yes, the footprint*). Ask *Whose footprint is it?* (*it belongs to one of the dangerous men*). Ask *Why was Robinson Crusoe afraid?* (*because he knew that there were some dangerous men on the island*).

| ***Answers:*** | | |
|---|---|---|
| 2 a | 3 a | 4 b |

### 3 Answer the questions

1 Ask the students to read the questions and discuss them with a partner, without referring back to the text. Then ask them to share their ideas with the rest of the class.

2 The students then read the text again carefully and find the answers.

3 Invite different students to give their answers and identify the part of the text where they found them. Then ask *What do you think Robinson Crusoe built his fort from? (possibly rocks that he found, or wood from the trees)*.

***Answers:***

1 in the beautiful valley
2 (suggested) because forts are strong and safe and there were dangerous men on the island
3 (suggested) so that he could see what else he could find on the island

## LESSON 3 SB pages 56-57

### Outcomes

- To put events in the story into the correct order
- To give opinions on survival techniques

### Before using the book:

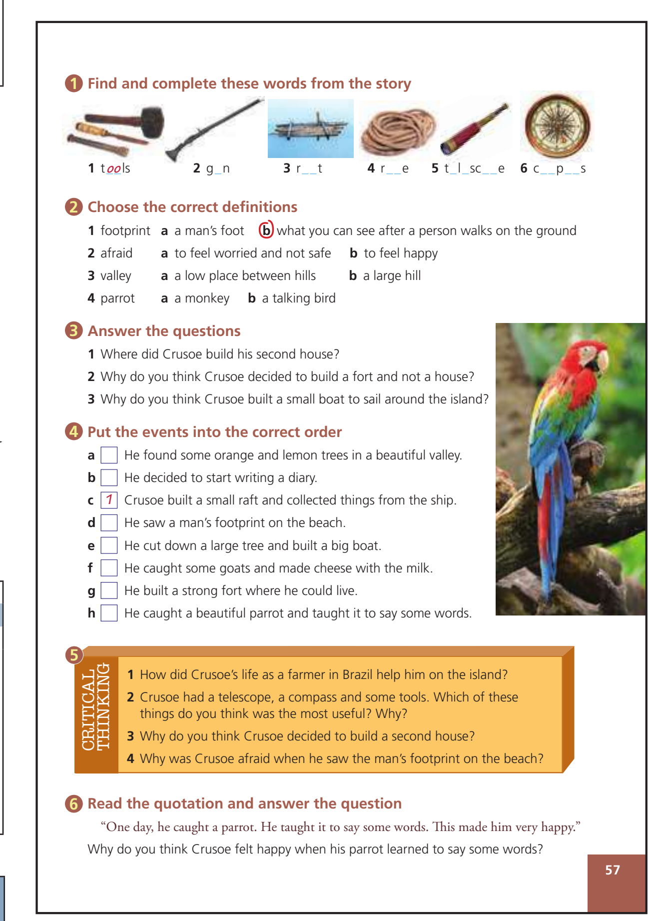
1 Ask the students to look at the picture and find the word for the bird in the text (*parrot*). Ask *Where is there another parrot?* (*in the picture on page 56*).

2 Read the story aloud as a class, by inviting different students to read a sentence each. Encourage them to pay careful attention to pronunciation, modelling words where necessary for the students to repeat.

3 Ask the students to identify any other words in the text which they don't know. Write the words on the board and ask the students to work in small groups to discuss their meanings. Encourage them to read the sentence around the word in the text, to help them decide the meaning.

4 Discuss the meanings as a whole class.

### SB Page 57



1 Find and complete these words from the story

1 tools 2 g_n 3 r_t 4 r_e 5 t_l_sc_e 6 c_p_s

2 Choose the correct definitions

1 footprint a a man's foot (b) what you can see after a person walks on the ground
2 afraid a to feel worried and not safe b to feel happy
3 valley a a low place between hills b a large hill
4 parrot a a monkey b a talking bird

3 Answer the questions

1 Where did Crusoe build his second house?
2 Why do you think Crusoe decided to build a fort and not a house?
3 Why do you think Crusoe built a small boat to sail around the island?

4 Put the events into the correct order

a He found some orange and lemon trees in a beautiful valley.
b He decided to start writing a diary.
c 1 Crusoe built a small raft and collected things from the ship.
d He saw a man's footprint on the beach.
e He cut down a large tree and built a big boat.
f He caught some goats and made cheese with the milk.
g He built a strong fort where he could live.
h He caught a beautiful parrot and taught it to say some words.

5 CRITICAL THINKING

1 How did Crusoe's life as a farmer in Brazil help him on the island?
2 Crusoe had a telescope, a compass and some tools. Which of these things do you think was the most useful? Why?
3 Why do you think Crusoe decided to build a second house?
4 Why was Crusoe afraid when he saw the man's footprint on the beach?

6 Read the quotation and answer the question

"One day, he caught a parrot. He taught it to say some words. This made him very happy."
Why do you think Crusoe felt happy when his parrot learned to say some words?

57

### 4 Put the events into the correct order

1 Invite volunteers to summarise Chapter 2 of the story.

2 Then ask the class to read the events and think about the order in which they occur in the story. They then check their answers by referring back to the text.

3 Check answers as a whole class. Then ask *Which event was frightening for Robinson Crusoe? (finding the footprint on the beach)*.

| ***Answers:*** | | |
|---|---|---|
| 2 g | 3 b | 4 a |
| 5 h | 6 e | 7 f |
| 8 d | | |

### 5 Critical thinking

**1** Read through the questions with the class, making sure they understand them.

**2** Put the students into groups of three or four to discuss the questions. Remind them to give reasons for their answers. Monitor as the students are working. Make sure that all students are taking part.

**3** Invite the groups to share their answers with the rest of the class. Encourage them to say whether they agree or disagree with each other's ideas and to explain why.

***Suggested answers:***

1 It helped him to grow rice and make cheese.
2 Students' own answers
3 So that he could enjoy the beautiful valley.
4 Because he knew that there was someone else on the island.

### 6 Read the quotation and answer the question

**1** Ask the students to read the quotation from the story and ask them to discuss the question with a partner.

**2** Invite them to share their ideas with the rest of the class. Then ask *What words do you think Crusoe taught the parrot? Do you think he gave the parrot a name? What do you think it was?*

***Suggested answers:***

So that he would have some company on the island.

### End the lesson

Tell the students that they are going to spend a night alone in the desert and that they can only take three things with them. Ask them to work with a partner to choose three items. Then join pairs together to explain why they have chosen the items and to defend their choices. Ask them to decide in their groups which three items out of the six would be most useful. Then invite one person from each group to explain what they have chosen. Write the items on the board and hold a class vote for the most useful three items to take to the desert.

# CHAPTER 3 SB pages 58–59

## LESSON 1 SB page 58

**Outcomes**

- To read the next chapter of the story
- To talk about Robinson Crusoe's relationship with his friend, Friday

### Before using the book:

**1** Ask the students to work in small groups to discuss the story so far. Ask them to make a list of the events in Chapters 1 and 2. Explain that they only need to make a brief note for each event.

**2** Invite the groups to read out the list of events. Encourage the rest of the class to call out if they think one of the events has been missed.

**3** Elicit the new vocabulary. Then play a guessing game. Put the students into small groups. They take turns to describe or mime one of the words without saying the word itself. Monitor as they are working, helping if necessary.

**4** Finally, invite different students to describe or mime a word for the rest of the class to guess.

### SB Page 58

## Robinson Crusoe Chapter 3

After Crusoe found the footprint on the beach, he did not feel safe. He was worried about the dangerous men, but they didn't come back to the island. For the next few years, Crusoe lived quietly. He had a lot of food, he worked hard and he wrote his diary at night.

One day, 22 years after he arrived on the island, Crusoe saw the dangerous men again. He was really afraid, but the men quickly left the island. A year later, while he was walking on a hill, he heard some guns. He ran to the top of the hill. With his telescope, he saw a large **Spanish** ship which was slowly sinking into the sea.

Crusoe sailed to the ship in his small boat, but there was nobody on the ship. He found some useful cooking pots, clothes and a bag of **gold** and **silver** coins.

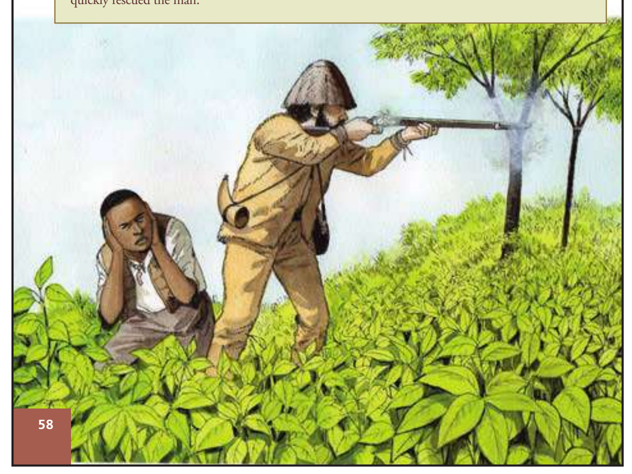
A year and a half later, Crusoe saw five small boats on the beach and some dangerous men. These men had a **prisoner** with them, but the prisoner escaped and ran up the beach. Crusoe quickly rescued the man.

The man who Crusoe saved wanted to be his slave. But Crusoe didn't want a slave, he wanted a friend. He took the man to his house in the valley and called him Friday because that was the day when he rescued him.

Crusoe was really happy to have a friend and he taught Friday to speak English. They spent the next three years very happily on the island. They told stories, talked and laughed a lot.

One day, Friday ran back to the fort because he saw the dangerous men on the beach again. They had a prisoner with them, so Crusoe and Friday thought of a plan and rescued the prisoner. He was a Spanish sailor.

Then Crusoe and Friday discovered a second prisoner on the beach. It was a very big surprise because the man was Friday's father! Friday was really happy and he danced and laughed loudly. The four men went back to Crusoe's fort where they ate some food and rested.



58

### Prereading activity

1 Ask the students to look at the picture. Write the following questions on the board and then put the students in small groups to discuss them: **Who is in the picture? What is Robinson Crusoe holding? What do you think he is shooting at? Where do you think the men are?**

2 Then invite the groups to share their ideas. Tell them that they are going to read the next chapter of the story and check their ideas.

### Reading the story

1 Ask the students to read Chapter 3 of the story and to check their ideas for the prereading activity. Ask them the questions again for them to answer with the information from the text.

2 Ask the students to find any of the new vocabulary they have learned in the text. Invite different students to say one of the words they have found and to provide a definition. Encourage the rest of the class to listen and check that the definition is correct.

3 Divide the class into small groups. Provide each group with a copy of the text, cut up so that each paragraph is on a separate piece of paper. Ask the students to close their books and put the paragraphs into the correct order. Set a time limit, and then ask the students to check their ideas by referring to page 58. Then invite different students to read out the paragraphs in the correct order.

4 As they are reading, make a note of any words the students find difficult to pronounce. When they have finished reading, write them on the board and model the pronunciation for the students to repeat after you.

5 Ask *Who is Friday?* (*the man who Crusoe rescued from the dangerous men on the beach*) *What did Friday want to do?* (*He wanted to become Crusoe's slave*.) *Where did Crusoe take Friday?* (*to his house in the valley*).

## LESSON 2 SB pages 58-59

### Outcomes

- To answer questions on Chapter 3
- To focus on regular and irregular verbs in the past

### Before using the book:

1 Ask the students to read Chapter 3 again and make a list of all the affirmative verbs in the past (*found, lived, worked, wrote, arrived, was, left, heard, ran, saw, sailed, had, escaped, rescued, saved, wanted, took, called, taught, spent, told, talked, laughed, thought, discovered, danced, went, ate, rested*). Ask them to write each verb only once, even if it occurs more times in the text.

2 Write **regular verbs** and **irregular verbs** in two columns on the board and invite different students to write the infinitives of the verbs under the correct heading. Ask the rest of the class to say whether the infinitive form is correct, and whether the verb is in the correct column (*regular verbs: worry, live, work, arrive, sail, escape, rescue, save, want, call, talk, laugh, discover, dance, rest; irregular verbs: find, write, be, leave, hear, run, see, have, take, teach, spend, tell, think, go, eat*).

## SB Page 59

**1 Choose the correct definitions**

1 Spanish (a) from the country of Spain b a very important sailor
2 silver a a dark brown metal b a light grey metal
3 prisoner a a person who teaches people how to sail ships b a person who cannot go where he wants
4 gold a a soft yellow metal b a hard green metal

**2 Answer the questions**

1 What did Crusoe find on the Spanish ship?
2 What name did Crusoe give to his new friend? Why?
3 Why did Friday run back to the fort one day?

**3 Are these sentences true (T) or false (F)?**

1 [F] Crusoe was happy when he found the footprint on the beach.
2 [ ] Twenty-two years after he arrived on the island, Crusoe made friends with the dangerous men.
3 [ ] Crusoe saw a ship which was sinking near the island.
4 [ ] Crusoe rescued someone from the dangerous men.
5 [ ] Crusoe called the prisoner Friday and he became Crusoe's slave.
6 [ ] More dangerous men arrived on the island.
7 [ ] Friday was really happy because they rescued his father.

**4 CRITICAL THINKING**

1 Why do you think Crusoe wrote in his diary every night?
2 In what way was his telescope useful?
3 Why did Crusoe teach Friday to speak English?
4 Do you think Crusoe found it easy or difficult to have three men on the island with him?
5 Do you think Crusoe will ever leave the island and return to England? Why / Why not?

**5 Read the quotation and answer the questions**

"Crusoe sailed to the ship in his small boat, but there was nobody on the ship. He found some useful cooking pots, clothes and a bag of gold and silver coins."

Was it a good idea for him to climb into a ship that was sinking? Why / Why not?

59

### 1 Choose the correct definitions

**1** Write the words on the board and ask the students if they know what they mean. Ask them to find the words in the text, and read the context to help them decide.

**2** Then ask them to match the words and definitions.

**3** Check answers as a whole class.

**4** Elicit the countries that Crusoe has visited in the story so far and the nationalities of the people who live there (*English/British, Guinean, Moroccan, Brazilian*).

**5** Ask the students where they think Crusoe's island is and why.

***Answers:***

2 b 3 b 4 a

### 2 Answer the questions

**1** Ask the students to read the questions and discuss them with a partner before checking the answers by referring back to the text.

**2** Invite different students to give their answers, and ask them to read out the part of the text where they found the answer.

***Answers:***

1 He found cooking pots, clothes and a bag of gold and silver coins.
2 He called him Friday because that was the day of the week when he rescued him.
3 Because he saw the dangerous men on the beach again.

### 3 Are these sentences true (T) or false (F)?

**1** Invite volunteers to summarise the events of Chapter 3. Then ask them to read the sentences and discuss in pairs whether they are true or false.

**2** The students then refer back to the text to check their answers. Check the answers with the whole class and encourage the students to correct the false information.

**3** Ask the students how they think Crusoe felt when he went on board the ship.

***Answers:***

1 F (Crusoe was worried when he saw the footprint.)
2 F (He saw the dangerous men again.)
3 T
4 T
5 F (Crusoe wanted Friday to be his friend.)
6 F (The same dangerous men came back to the island.)
7 T

## LESSON 3 SB pages 58-59

### Outcomes

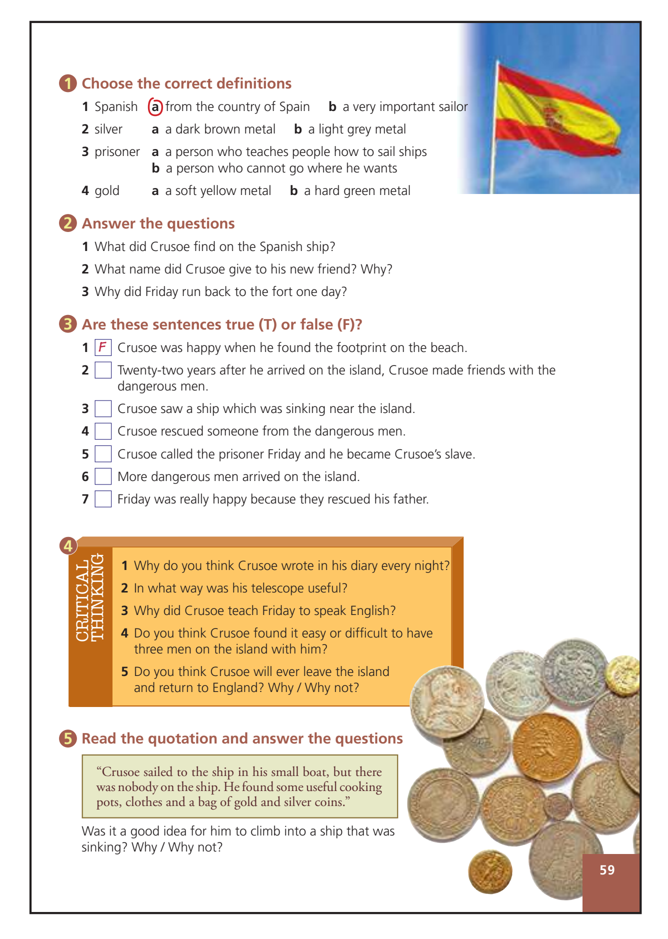
- To intensively study one part of the story
- To discuss questions about Crusoe's life on the island

### Before using the book:

**1** Using the definitions in Exercise 1, read them to the students and ask them to give you the correct word. Then ask another student to spell it.

2 Divide the class into two groups. Ask one group to come to the front of the class and the other group to remain seated. The group who are seated take turns to call out an event from the story so far, for the group at the front to act out. The groups then swap places and repeat the activity (you might like to make sure that the groups do about half of the story each).

## SB Page 59



1 Choose the correct definitions

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6 More dangerous men arrived on the island.
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4 CRITICAL THINKING

1 Why do you think Crusoe wrote in his diary every night?
2 In what way was his telescope useful?
3 Why did Crusoe teach Friday to speak English?
4 Do you think Crusoe found it easy or difficult to have three men on the island with him?
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5 Read the quotation and answer the questions

"Crusoe sailed to the ship in his small boat, but there was nobody on the ship. He found some useful cooking pots, clothes and a bag of gold and silver coins."

Was it a good idea for him to climb into a ship that was sinking? Why / Why not?

59

### 4 Critical thinking

1 Ask the class to read the questions and check they understand them.

2 Ask the class to work in small groups to discuss the questions. Encourage them to give reasons for their answers. Monitor as they are working, helping if necessary.

3 Ask the groups to join together with another group and share their ideas. Then hold a short class discussion.

4 Ask *Do you write a diary? Why do you think diaries might be important or useful?*

***Suggested answers:***

1 So that he would remember what his life on the island was like and to keep a record of events.
2 It helped Crusoe to see dangers from a distance, without being seen himself.
3 So that they would be able to talk together.
4 He probably enjoyed having the men on the island with him for company.
5 Students' own answers

### 5 Read the quotation and answer the questions

1 Elicit the items that Crusoe found on board the sinking ship. Then ask a volunteer to read the quotation aloud.

2 Ask the question to the class and ask them to vote *yes* or *no* by putting their hands in the air.

3 Put the students into groups. Make sure there are *yes* and *no* students in each group where possible. Ask them to explain the reasons for their answer to the other members of their group and encourage discussion. If the class votes unanimously or one group of students are vastly outnumbered, discuss as a whole class the pros and cons of boarding the ship.

***Suggested answers:***

Yes: He managed to find some useful items on the ship to bring back to the island.

No: He didn't know whether there was anyone on board. It could have been dangerous. The ship could sink while he was on it.

# CHAPTER 4 SB page 60

## LESSON 1 SB page 60

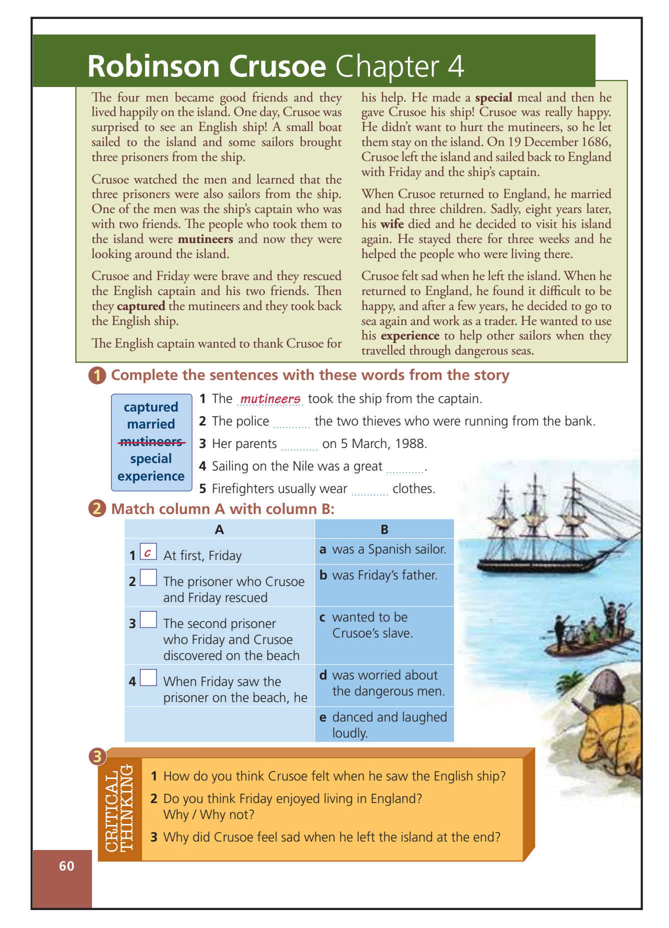
### Outcomes

- To predict the ending of the story
- To read the final instalment of the story

**Before using the book:**

1. Ask the students to make predictions about the end of the story and write them on the board.
2. Then ask them to choose one of the ideas (or invent another one of their own) and write the ending with a partner. Set a time limit for the activity and tell them that they only need to write three or four sentences. Monitor as they are working, helping where necessary.
3. Invite different pairs to read out the ending to the story. Ask the rest of the class to vote for the ending they like best.

**SB Page 60**



## Robinson Crusoe Chapter 4

The four men became good friends and they lived happily on the island. One day, Crusoe was surprised to see an English ship! A small boat sailed to the island and some sailors brought three prisoners from the ship.

Crusoe watched the men and learned that the three prisoners were also sailors from the ship. One of the men was the ship's captain who was with two friends. The people who took them to the island were **mutineers** and now they were looking around the island.

Crusoe and Friday were brave and they rescued the English captain and his two friends. Then they **captured** the mutineers and they took back the English ship.

The English captain wanted to thank Crusoe for his help. He made a **special** meal and then he gave Crusoe his ship! Crusoe was really happy. He didn't want to hurt the mutineers, so he let them stay on the island. On 19 December 1686, Crusoe left the island and sailed back to England with Friday and the ship's captain.

When Crusoe returned to England, he married and had three children. Sadly, eight years later, his **wife** died and he decided to visit his island again. He stayed there for three weeks and he helped the people who were living there.

Crusoe felt sad when he left the island. When he returned to England, he found it difficult to be happy, and after a few years, he decided to go to sea again and work as a trader. He wanted to use his **experience** to help other sailors when they travelled through dangerous seas.

**1 Complete the sentences with these words from the story**

captured
married
~~mutineers~~
special
experience

1 The *mutineers* took the ship from the captain.
2 The police ......... the two thieves who were running from the bank.
3 Her parents ......... on 5 March, 1988.
4 Sailing on the Nile was a great .........
5 Firefighters usually wear ......... clothes.

**2 Match column A with column B:**

| A | B |
|---|---|
| 1 [c] At first, Friday | a was a Spanish sailor. |
| 2 [ ] The prisoner who Crusoe and Friday rescued | b was Friday's father. |
| 3 [ ] The second prisoner who Friday and Crusoe discovered on the beach | c wanted to be Crusoe's slave. |
| 4 [ ] When Friday saw the prisoner on the beach, he | d was worried about the dangerous men. |
| | e danced and laughed loudly. |

**3 CRITICAL THINKING**

1 How do you think Crusoe felt when he saw the English ship?
2 Do you think Friday enjoyed living in England? Why / Why not?
3 Why did Crusoe feel sad when he left the island at the end?

60

1. Ask students to look at the picture and say what they can see. Ask them whether they think their predictions for the end of the story were correct. Tell them that they are going to find out.
2. Teach the word *mutineer* (*a sailor who refuses to obey orders*) and then ask the students to read the final chapter of the story. Ask them to check whether the endings they suggested were correct.
3. Ask the students to work in small groups to discuss whether they liked the ending of the story. Encourage them to give reasons for their answers. Then ask a volunteer in each group to share the opinions of their group with the class.

## LESSON 2 SB page 60

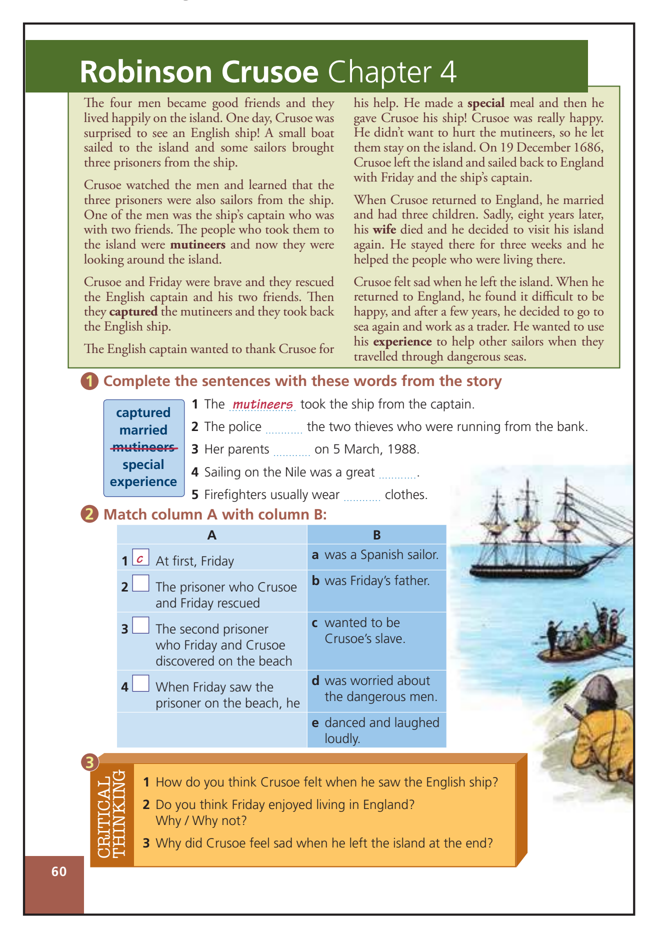
### Outcomes

- To answer comprehension questions about Chapter 4
- To discuss a typical day on the island

**Before using the book:**

1. Tell the students that they are going to describe a typical day on the island for Robinson Crusoe and his new friends.
2. Start the description off with a sentence of your own, for example, *I wake up early and collect fresh water to drink, wash and cook with*. Then ask a volunteer to say what happens next and so on around the class until every student has had the chance to add to the description.
3. If there is time, the students could write a diary entry for a typical day in their notebooks. Encourage them to think about what the men eat, what they do when, what the weather is like, and what they talk about. Monitor as they are working, helping if necessary.
4. Ask the students to exchange their diary entries with a partner and to check spelling and grammar. Finally, invite different students to read out their diary entries for the class.

SB Page 60



# Robinson Crusoe Chapter 4

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Crusoe watched the men and learned that the three prisoners were also sailors from the ship. One of the men was the ship's captain who was with two friends. The people who took them to the island were **mutineers** and now they were looking around the island.

Crusoe and Friday were brave and they rescued the English captain and his two friends. Then they **captured** the mutineers and they took back the English ship.

The English captain wanted to thank Crusoe for his help. He made a **special** meal and then he gave Crusoe his ship! Crusoe was really happy. He didn't want to hurt the mutineers, so he let them stay on the island. On 19 December 1686, Crusoe left the island and sailed back to England with Friday and the ship's captain.

When Crusoe returned to England, he married and had three children. Sadly, eight years later, his **wife** died and he decided to visit his island again. He stayed there for three weeks and he helped the people who were living there.

Crusoe felt sad when he left the island. When he returned to England, he found it difficult to be happy, and after a few years, he decided to go to sea again and work as a trader. He wanted to use his **experience** to help other sailors when they travelled through dangerous seas.

1 Complete the sentences with these words from the story

captured / married / ~~mutineers~~ / special / experience

1 The *mutineers* took the ship from the captain.
2 The police .......... the two thieves who were running from the bank.
3 Her parents .......... on 5 March, 1988.
4 Sailing on the Nile was a great ..........
5 Firefighters usually wear .......... clothes.

2 Match column A with column B:

| A | B |
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3 CRITICAL THINKING

1 How do you think Crusoe felt when he saw the English ship?
2 Do you think Friday enjoyed living in England? Why / Why not?
3 Why did Crusoe feel sad when he left the island at the end?

60

## 1 Complete the sentences with these words from the story

1 Ask the students to read the words in the box and elicit the meanings.

2 They then work in pairs to complete the exercise, as in the example.

3 Check answers as a whole class.

*Answers:*

| | |
|---|---|
| 2 captured | 3 married |
| 4 experience | 5 special |

## 2 Put the events into the correct order

1 Choose students to read the sentences aloud. Make sure that they understand them.

2 Explain that they have to put the sentences into the correct order so that they make a summary of this part of the story. They can work in pairs to do this. Monitor as they are working, helping and correcting where necessary.

3 Choose students to read the sentences aloud in the correct order. Check answers as a class.

*Answers:*

| | | |
|---|---|---|
| 2 g | 3 d | 4 f |
| 5 c | 6 a | 7 b |

# LESSON 3 SB page 60

## Outcomes

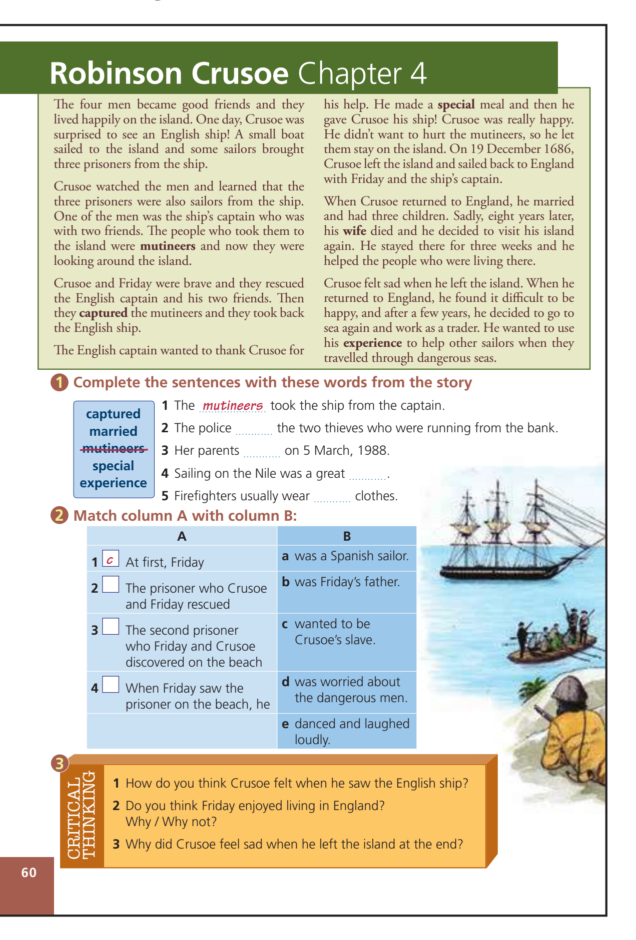
- To discuss the story ending in more detail
- To write a review of the story

### Before using the book:

1 Ask the students whether they think Robinson Crusoe had a good life. Ask them to work in small groups to discuss what they think the positive and negative things were in his life.

2 Invite the groups to share their ideas with the rest of the class.

SB Page 60

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When Crusoe returned to England, he married and had three children. Sadly, eight years later, his **wife** died and he decided to visit his island again. He stayed there for three weeks and he helped the people who were living there.

Crusoe felt sad when he left the island. When he returned to England, he found it difficult to be happy, and after a few years, he decided to go to sea again and work as a trader. He wanted to use his **experience** to help other sailors when they travelled through dangerous seas.

1 Complete the sentences with these words from the story

captured / married / ~~mutineers~~ / special / experience

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2 The police .......... the two thieves who were running from the bank.
3 Her parents .......... on 5 March, 1988.
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2 Match column A with column B:

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3 CRITICAL THINKING

1 How do you think Crusoe felt when he saw the English ship?
2 Do you think Friday enjoyed living in England? Why / Why not?
3 Why did Crusoe feel sad when he left the island at the end?

60

### 3 Critical thinking

**1** Elicit adjectives to describe feelings and write them on the board.

**2** Then ask the students to read the questions and discuss their ideas in small groups.

**3** Invite a student from each group to explain the ideas that they talked about, and hold a short class discussion.

**4** Ask *What advice do you think Crusoe gave to other sailors about travelling by sea*?

***Answers:***

Students' own answers

### Writing activity

Give the students the following questions and ask them to write a report about the whole story:

*What is the story about?* [Students should write four or five sentences.]

*What is your favourite part?* [Students should write two or three sentences.]

*Are you going to tell your friends to read it?* [Students should write one or two sentences]

*How many stars do you want to give it?* [1, 2, 3, 4 or 5]

**UNIT 10**

# A working life

**SB pages 2–6 WB pages 2–4**

## Objectives

**Grammar**
The present perfect continuous tense
**Reading**
Reading about the work of two doctors
**Listening**
Listening to people describing their jobs
**Speaking**
Asking about time and duration
**Writing**
Writing about someone's job

## LESSON 1 SB page 2

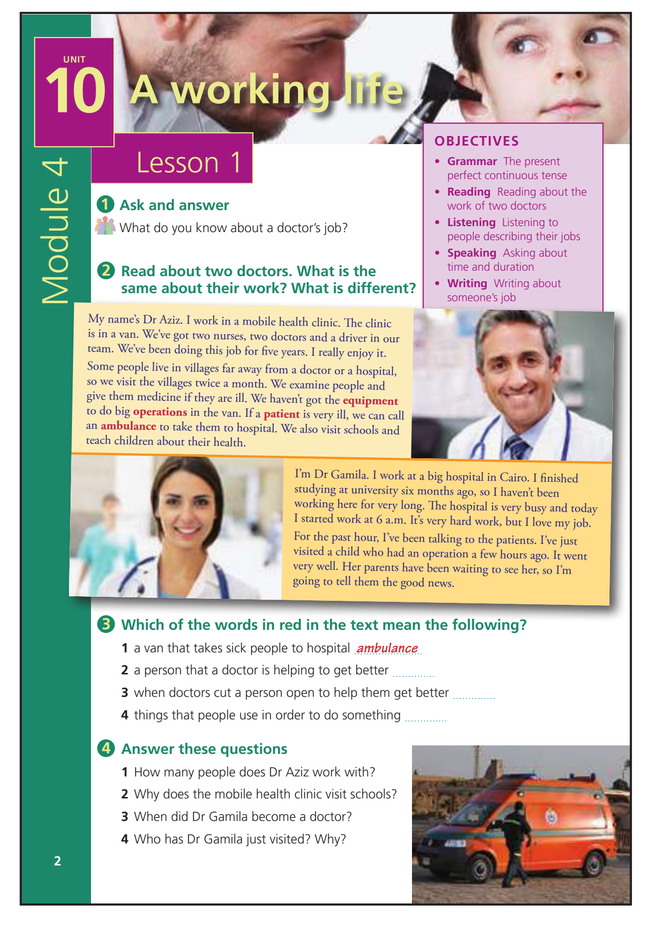
### Outcomes

- To talk about a doctor's job
- To read about two doctors and their work and answer questions

**Before using the book:**

- Ask the students which jobs members of their family do and write a list on the board.
- Choose one of the jobs from the board and describe it without using the word for the students to guess the job. To make this harder, avoid using obvious clues (for example, don't use the words *medicine* or *hospital* to describe *doctor*).
- Students then play the guessing game in small groups.
- Invite different students to describe a job for the rest of the class to guess.

SB Page 2



Module 4

UNIT 10 A working life

Lesson 1

OBJECTIVES
- Grammar The present perfect continuous tense
- Reading Reading about the work of two doctors
- Listening Listening to people describing their jobs
- Speaking Asking about time and duration
- Writing Writing about someone's job

1 Ask and answer
What do you know about a doctor's job?

2 Read about two doctors. What is the same about their work? What is different?

My name's Dr Aziz. I work in a mobile health clinic. The clinic is in a van. We've got two nurses, two doctors and a driver in our team. We've been doing this job for five years. I really enjoy it. Some people live in villages far away from a doctor or a hospital, so we visit the villages twice a month. We examine people and give them medicine if they are ill. We haven't got the **equipment** to do big **operations** in the van. If a **patient** is very ill, we can call an **ambulance** to take them to hospital. We also visit schools and teach children about their health.

I'm Dr Gamila. I work at a big hospital in Cairo. I finished studying at university six months ago, so I haven't been working here for very long. The hospital is very busy and today I started work at 6 a.m. It's very hard work, but I love my job. For the past hour, I've been talking to the patients. I've just visited a child who had an operation a few hours ago. It went very well. Her parents have been waiting to see her, so I'm going to tell them the good news.

3 Which of the words in red in the text mean the following?
1 a van that takes sick people to hospital *ambulance*
2 a person that a doctor is helping to get better ..........
3 when doctors cut a person open to help them get better ..........
4 things that people use in order to do something ..........

4 Answer these questions
1 How many people does Dr Aziz work with?
2 Why does the mobile health clinic visit schools?
3 When did Dr Gamila become a doctor?
4 Who has Dr Gamila just visited? Why?

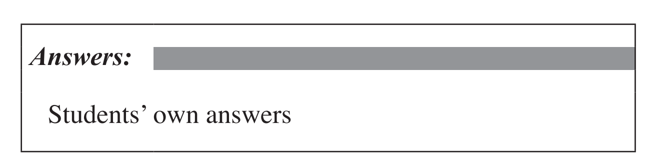
2

### 1 Ask and answer

1 Draw attention to the Objectives box on page 2, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Put the students into groups of three or four to discuss the question.

3 Then hold a short class discussion about what doctors do. Ask what they think is rewarding or difficult about being a doctor. Ask *Would you like to be a doctor? Why? / Why not?*



***Answers:***

Students' own answers

### 2 Read about two doctors. What is the same about their work? What is different?

1 Ask the students where doctors work, and what different kinds of doctors do (for example, they might work in the emergency department of a hospital).

2 Tell the students that they are going to read about two different doctors and answer the questions.
3 Ask the students to read the two texts and work with a partner to answer the questions. Tell them not to worry about any words they don't know the meaning of at this point.
4 Check the answers orally as a whole class.

***Answers:***

The same: They both enjoy their work.

Different: Dr Aziz travels for his work, but Dr Gamila works in one hospital. Dr Aziz hasn't got equipment to do big operations, but Dr Gamila's hospital has. Dr Aziz also visits schools.

### 3 Which of the words in red in the text mean the following?

1 Ask the students to close their books. Read the definitions and elicit the words, but do not confirm their answers for the moment.
2 The students then open their books, look at the words in red in text 1 and match them with the definitions.
3 When they have finished, ask them to check their answers with a partner before checking them orally as a whole class.
4 Ask the students to read the text again and identify any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

***Answers:***

2 patient 3 operations 4 equipment

### 4 Answer these questions

1 Ask the students to read the questions and to answer them with a partner without referring to the text.
2 The students then read the texts again to confirm their answers.
3 Invite different students to answer the questions, identifying the part of the text where they found the relevant information.

***Answers:***

1 He works with four people (there are five including him).
2 To teach children about health.
3 She became a doctor six months ago.
4 She has just visited a child because she had an operation.

## LESSON 2 SB page 3 WB page 2

**Outcomes**

• To use the present perfect continuous

### SB Page 3

Lesson 2

UNIT 10

1 Underline the present perfect continuous verbs in these sentences

1 We've been doing this job for five years.
2 I haven't been working here for very long.
3 For the past hour, I've been talking to patients.
4 Her parents have been waiting to see her.

GRAMMAR BOX

**The present perfect continuous tense**

- We use the present perfect continuous tense to talk about actions that started in the past and continue until the present:
  *I have been reading a new book. (I'm still reading it. I haven't finished it yet.)*
  *She has been studying English for five years. (She is still studying it now.)*
- We also use the present perfect continuous to talk about actions that started in the past and have present results:
  *It's been raining all day, so the garden is very wet.*
- We form the present perfect continuous with *have / has (not) + been +* verb *-ing*:
  *We've been travelling for an hour. My father's been working in the garden all morning. You haven't been watching TV this week.*
- We use question words or *Yes / No* questions with short answers:
  *What has he been reading?*
  *Have you been eating ice cream? Yes, I have. / No, I haven't.*

2 Complete the sentences with the present perfect continuous form of the verbs in brackets

1 The boys *have been playing* (*play*) on the beach all morning, so they are tired now.
2 Manal's brother ........ (*live*) in England for a year, so his English is very good.
3 I'm sure Hanan will do well in her test. She ........ (*study*) all weekend.
4 Ali doesn't know where the post office is. He ........ (*not live*) in this city for very long.
5 ........ (*wait*) for the bus for a long time?
6 You look tired. What ........ (*do*)?

3 Ask and answer about things you and friends have been doing:

1 for the last 30 minutes.
2 for the last week.
3 for the last year or longer.



### 1 Underline the present perfect continuous verbs in these sentences

1 Ask the students to look at the picture in exercise 1 and say who it is (*a patient in hospital*).
2 Ask them what they notice about the underlined verbs in sentence 1 and elicit the form (have been + *verb* + -ing).

3 Draw the students' attention to sentences 2–4. The students copy the sentences into their notebooks and complete the exercise.

4 Check answers. Then, for sentence 1, ask *Are they still doing the job?* (*Yes*); for sentence 2, ask *Is the speaker still working in this job?* (*Yes*); for sentence 3, ask *Is the speaker still talking to patients?* (*Yes, or she's just finished*); and for sentence 4, ask *Are the parents still waiting to see her?* (*Yes*).

5 Now ask them to look at the Grammar box and read the first and second points. Ask whether there are any examples of the second point in the sentences in exercise 1 (*No*). Invite them to offer example sentences for the second point, for example, *I've been running and I'm very hot*.

6 Ask the students to read the third and fourth points in the Grammar box. Practise short answers by asking a student *Have you been watching a film in class this morning?* The student answers and then thinks of a question to ask another student and so on around the class.

***Answers:***

2 I haven't been working here for very long.
3 For the past hour, I've been talking to patients.
4 Her parents have been waiting to see her.

### 2 Complete the sentences with the present perfect continuous form of the verbs in brackets

1 Ask the students to look at the example and elicit what they have to do.

2 The students complete the exercise in pairs. Remind them that they may need to change the form of *have* depending on who the sentence is about. Go round and monitor while they are working, helping where necessary.

3 Invite different students to read out the sentences.

***Answers:***

| | |
|---|---|
| 2 has been living | 3 has been studying |
| 4 has not been living | 5 Have you been waiting |
| 6 have you been doing | |

### 3 Ask and answer about things you and friends have been doing:

1 Ask the students to read the example in the speech bubble and elicit the question that the person on the right asked.

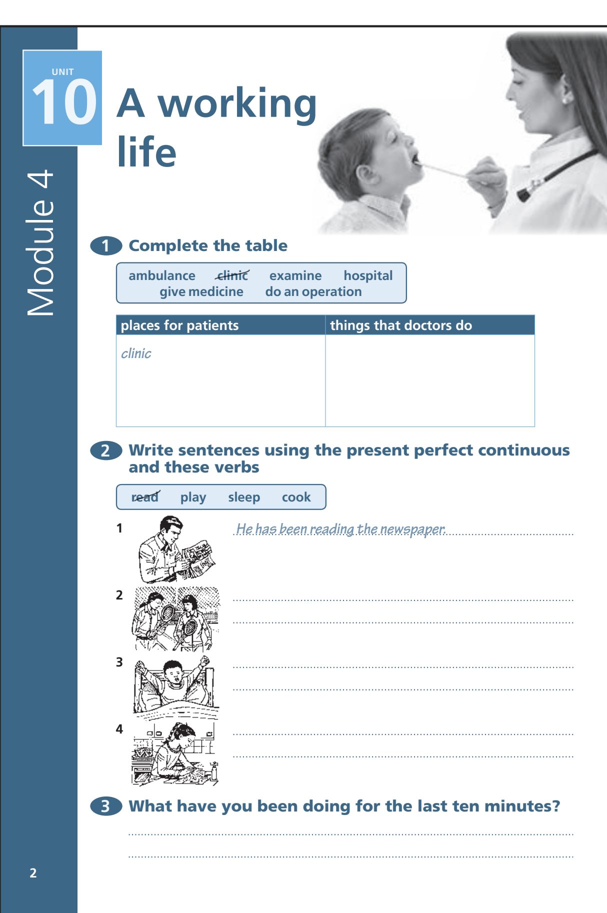
2 Then ask them to work in pairs to ask and answer about what they've been doing, using the prompts.

3 Invite different pairs of students to ask and answer. The rest of the class should listen to check that the verb forms are used correctly.

***Answers:***

Students' own answers

**WB Page 2**


Module 4

UNIT 10 A working life

1 Complete the table

ambulance ~~clinic~~ examine hospital give medicine do an operation

| places for patients | things that doctors do |
|---|---|
| *clinic* | |

2 Write sentences using the present perfect continuous and these verbs

~~read~~ play sleep cook

1 *He has been reading the newspaper.*
2
3
4

3 What have you been doing for the last ten minutes?

2

### 1 Complete the table

1 Elicit the new vocabulary. Then ask students to look at the table and explain that they should put the words from the box into the correct column, as in the example.

2 Ask them to complete the exercise in pairs and then check the answers as a whole class.

***Answers:***

places for patients: clinic, hospital, ambulance
things that doctors do: examine, do an operation, give medicine

### 2 Write sentences using the present perfect continuous and these verbs

1 Draw the students' attention to the pictures and ask them to say what they can see.
2 Ask the students to remind you when to use the present perfect continuous.
3 The students write the sentences in pairs. Then invite different students to read out the sentences.

***Answers:***

2 They have been playing tennis.
3 He has been sleeping.
4 She has been cooking.

### 3 What have you been doing for the last ten minutes?

1 Ask different students the question, and then ask them to write their answers using the present perfect continuous.
2 Invite different students to read out their sentences.

***Answers:***

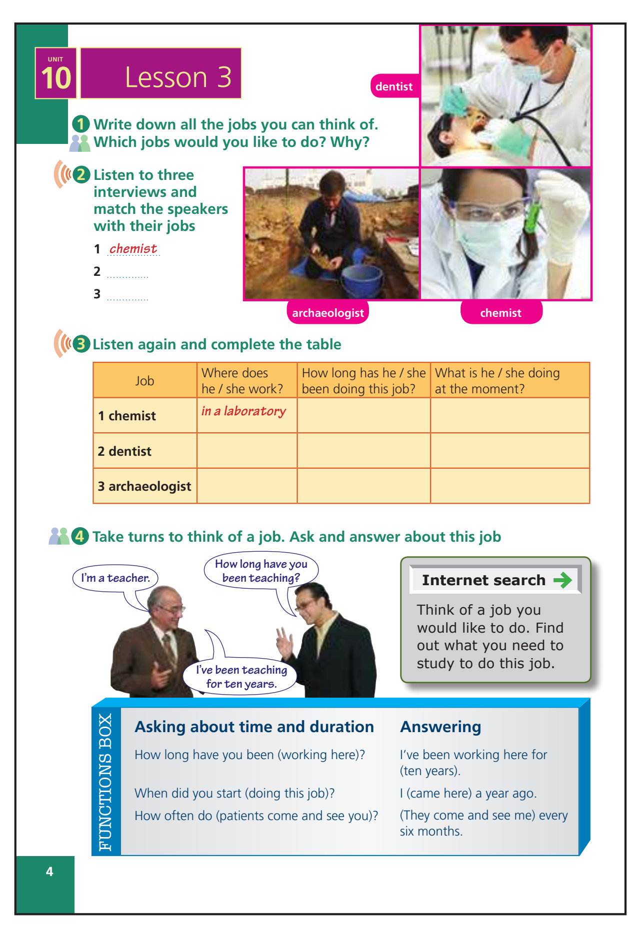
Students' own answers

## LESSON 3 SB page 4

### Outcomes

- To talk about different jobs
- To listen to interviews about people's jobs
- To ask and answer about jobs
- To carry out an internet search about a job

### SB Page 4



UNIT 10 Lesson 3

1 Write down all the jobs you can think of. Which jobs would you like to do? Why?

2 Listen to three interviews and match the speakers with their jobs
1 *chemist*
2 ..........
3 ..........

dentist
archaeologist
chemist

3 Listen again and complete the table

| Job | Where does he / she work? | How long has he / she been doing this job? | What is he / she doing at the moment? |
|---|---|---|---|
| 1 chemist | *in a laboratory* | | |
| 2 dentist | | | |
| 3 archaeologist | | | |

4 Take turns to think of a job. Ask and answer about this job



**Internet search**
Think of a job you would like to do. Find out what you need to study to do this job.

FUNCTIONS BOX

| Asking about time and duration | Answering |
|---|---|
| How long have you been (working here)? | I've been working here for (ten years). |
| When did you start (doing this job)? | I (came here) a year ago. |
| How often do (patients come and see you)? | (They come and see me) every six months. |

4

### 1 Write down all the jobs you can think of. Which jobs would you like to do? Why?

1 Ask the students to work in pairs to brainstorm a list of jobs they know in English. Ask some pairs to read out their lists and write the jobs on the board.
2 Ask them to discuss which jobs they'd like to do, giving reasons for their answers.
3 Invite several students to say which job they'd most like to do and why.

***Answers:***

Students' own answers

### 2 Listen to three interviews and match the speakers with their jobs

1 Ask the students what each of the people in the photos does in their job.
2 Tell them that they are going to hear three short interviews with the people in the pictures, and that they should listen and write down which job each speaker does.

3 Play the recording. The students listen for the answers.

4 Check answers as a whole class.

**Tapescript**

*Narrator: One*

*Interviewer: Today I'm talking to some people about the important jobs they do. Good morning! Can I ask you a question? Where do you work?*

*Woman: I work in a laboratory.*

*Interviewer: When did you start doing this job?*

*Woman: I started this job three years ago. Before that, I was at university. I was studying chemistry.*

*Interviewer: And what job do you do in the laboratory?*

*Woman: I help to make medicine. For the past few months, we've been testing some new medicine in the laboratory. At the moment, I'm waiting to see the results of a test. If the results are good, then we can start giving the medicine to patients.*

*Narrator: Two*

*Interviewer: Here's someone who works in a hospital. But he isn't a doctor.*

*Man: That's right. I examine patients, but I only examine their teeth!*

*Interviewer: How long have you been working here?*

*Man: I've been working here for ten years. Some of my patients have been coming to see me since they were three or four years old!*

*Interviewer: How often do patients come and see you?*

*Man: They come and see me every six months. Here's a patient now. Hello! What's the matter?*

*Boy: My tooth hurts.*

*Man: Have you been eating too many sweets? Sit down, and I'll have a look.*

*Narrator: Three*

*Interviewer: I'm talking to Mr Zaki who is working at an ancient site! When did you start working here?*

*Mr Zaki: I first came here six months ago. I was working in a museum when I heard about this project.*

*Interviewer: What are you doing at the moment?*

*Mr Zaki: I'm looking for pots, coins and other objects from the past. Long ago, people lived at this ancient site. We want to find out more about these people.*

***Answers:***

1 chemist 2 dentist 3 archaeologist

### 3 Listen again and complete the table

1 Ask the students to look at the table. Ask whether they can remember any of the information from the interviews.

2 Explain that they are going to listen to the interviews again and complete the table for each of the speakers. Tell them not to worry if they don't get all the information the first time.

3 Play the recording. Students complete the table. Ask them to compare answers with a partner and play the recording again if necessary.

4 As they are working, draw the table on the board. Then check answers by inviting different students to fill in the missing information.

5 Ask the students which of the three jobs they would prefer to do, and why. Hold a class vote for the most popular job.

***Answers:***

| Job | Where? | How long? | What? |
|---|---|---|---|
| chemist | in a laboratory. | for three years | She is waiting to see the results of a test. |
| dentist | in a hospital | for ten years | He is seeing a patient. |
| archaeologist | at an ancient site | for six months | He is looking for pots, coins and other objects from the past. |

### 4 Take turns to think of a job. Ask and answer about this job

1 Ask the students to look at the speech bubble conversation. Ask them to find the time reference. Ask when *for* is used (*to talk about periods of time*). You could also ask which word is used with, for example, *2010* (*since*). Ask when *since* is used (*to talk about the point in time when something started*).

2 Ask the students to read the examples in the Functions box.

3 Model the activity with a confident student and then ask them to work in pairs to create short dialogues as in the example. Go round and monitor while they are working, helping where necessary. Remind them to use the questions and answers in the Functions box, replacing the words in brackets where appropriate.

4 Invite different pairs of students to hold a conversation for the rest of the class to listen.

***Answers:***

Students' own answers

## Internet search

1 Ask the students to think about their dream job. Ask different students to tell the class what they know about their dream job.

2 Tell the students that they are going to carry out an internet search to find out more about the job they would like to do.

3 Tell the students to search for information about what they need to study in order to do this job.

4 When they have carried out their research, ask the students to report their findings to the rest of the class. Ask *Would you still like to do this job?*

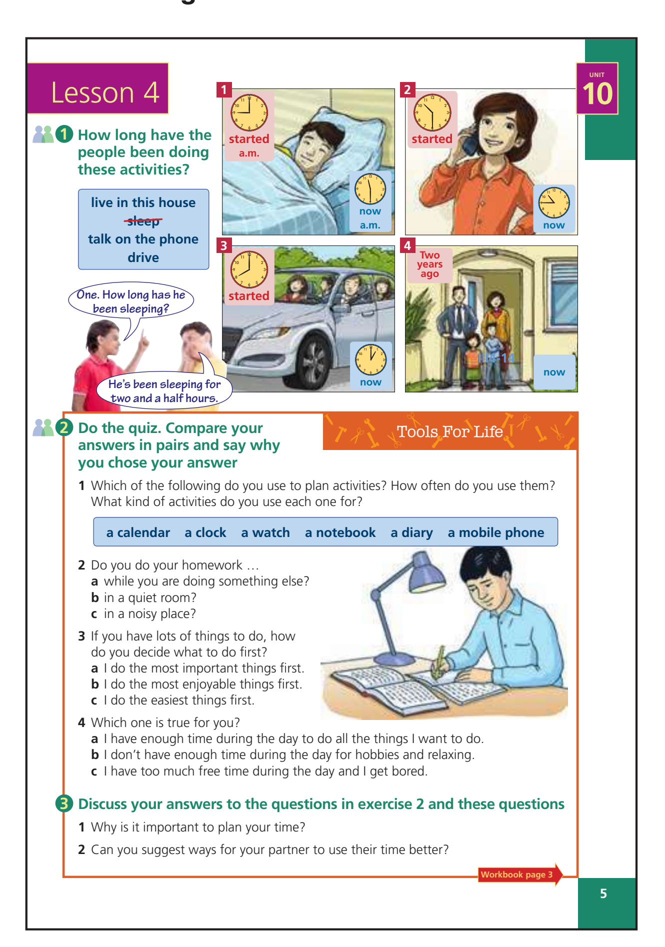
## LESSON 4 SB page 5 WB page 3

### Outcomes

• To talk about how long activities have lasted

• To discuss the importance of managing time

## SB Page 5



Lesson 4

UNIT 10

1 How long have the people been doing these activities?

live in this house
~~sleep~~
talk on the phone
drive



2 Do the quiz. Compare your answers in pairs and say why you chose your answer

Tools For Life

1 Which of the following do you use to plan activities? How often do you use them? What kind of activities do you use each one for?

a calendar a clock a watch a notebook a diary a mobile phone

2 Do you do your homework …
a while you are doing something else?
b in a quiet room?
c in a noisy place?

3 If you have lots of things to do, how do you decide what to do first?
a I do the most important things first.
b I do the most enjoyable things first.
c I do the easiest things first.

4 Which one is true for you?
a I have enough time during the day to do all the things I want to do.
b I don't have enough time during the day for hobbies and relaxing.
c I have too much free time during the day and I get bored.

3 Discuss your answers to the questions in exercise 2 and these questions

1 Why is it important to plan your time?
2 Can you suggest ways for your partner to use their time better?

Workbook page 3

5

### 1 How long have the people been doing these activities?

1 Ask the students to look at the pictures and say what the people are doing in each one. Then ask them to match the verb phrases with the pictures (*1 sleep, 2 talk on the phone, 3 drive, 4 live in this house*).

2 Then point out the two clocks in each picture and ask the students what they think these refer to (*how long the people have been doing the activity*).

3 Ask the students to read the example in the speech bubbles and then to work with a partner to talk about pictures 2–4 in a similar way, using the present perfect continuous.

4 Invite different students to talk about the pictures.

5 If you have time, you could ask students to draw another picture with the two clocks for their partner to talk about. Alternatively, you could use the board for a whole-class activity.

**Answers:**

1 He's been sleeping for two and a half hours.
2 She's been talking on the phone for 15 minutes.
3 They have been driving for five hours.
4 They have been living in this house for two years.

## 2 Do the quiz. Compare your answers in pairs and say why you chose your answer

1 Ask the students whether they think they use their time well. Ask *Are you always on time? Do you have enough time to do everything you want to do?*

2 Tell them that they are going to do a quiz about using time. Ask them to look at 1 and check the meanings of the words in the box. Ask them to discuss the questions in pairs and then invite feedback from different students.

3 Students then complete the rest of the quiz individually.

**Answers:**

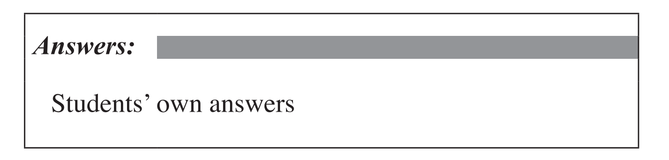
Students' own answers

## 3 Discuss your answers to the questions in exercise 2 and these questions

1 Ask students to discuss their answers with their partner.

2 Invite different students to tell the rest of the class whether they think their partner is successful at managing their time, and to make suggestions about how they could use their time better.

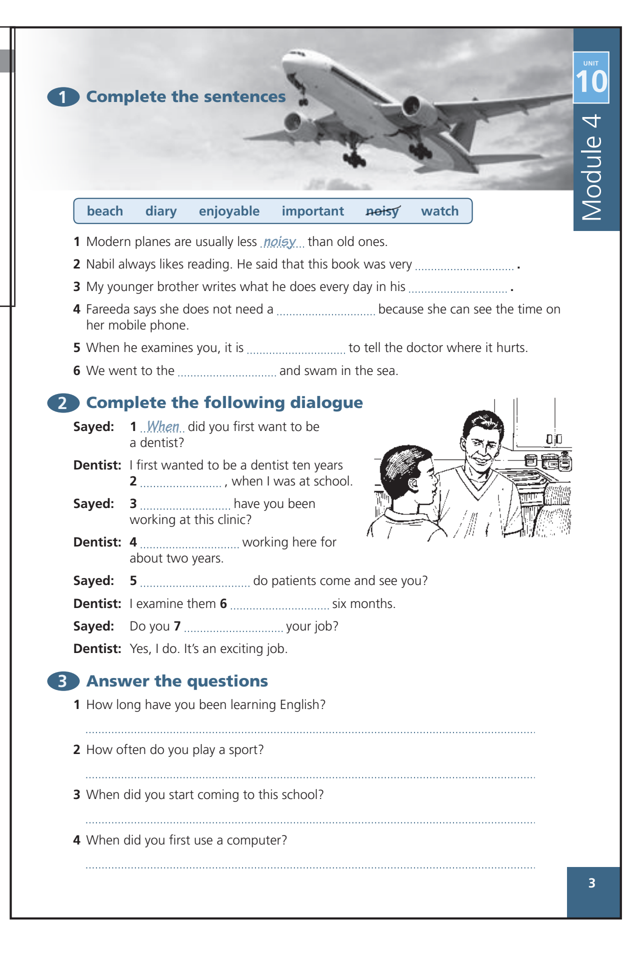
3 Ask students why think it is important to manage their time (for example, to meet deadlines, to reduce stress, to stop leaving people waiting, and so on).



**Answers:**

Students' own answers

**WB Page 3**



UNIT 10 Module 4

**1 Complete the sentences**

| beach | diary | enjoyable | important | ~~noisy~~ | watch |
|---|---|---|---|---|---|

1 Modern planes are usually less *noisy* than old ones.
2 Nabil always likes reading. He said that this book was very .............................. .
3 My younger brother writes what he does every day in his .............................. .
4 Fareeda says she does not need a .............................. because she can see the time on her mobile phone.
5 When he examines you, it is .............................. to tell the doctor where it hurts.
6 We went to the .............................. and swam in the sea.

**2 Complete the following dialogue**

**Sayed:** 1 *When* did you first want to be a dentist?
**Dentist:** I first wanted to be a dentist ten years 2 .............................., when I was at school.
**Sayed:** 3 .............................. have you been working at this clinic?
**Dentist:** 4 .............................. working here for about two years.
**Sayed:** 5 .............................. do patients come and see you?
**Dentist:** I examine them 6 .............................. six months.
**Sayed:** Do you 7 .............................. your job?
**Dentist:** Yes, I do. It's an exciting job.

**3 Answer the questions**

1 How long have you been learning English?
..............................
2 How often do you play a sport?
..............................
3 When did you start coming to this school?
..............................
4 When did you first use a computer?
..............................

3

## 1 Complete the sentences

1 Ask the students to look at the words in the box and elicit the meanings.

2 The students complete the task in pairs. Then check the answers as a whole class.

**Answers:**

| | | |
|---|---|---|
| 2 enjoyable | 3 diary | 4 watch |
| 5 important | 6 beach | |

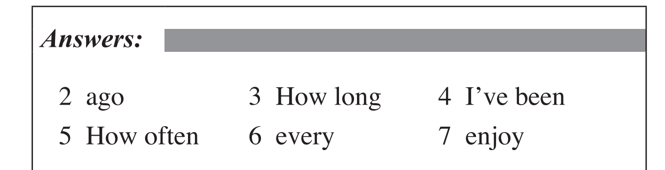
## 2 Complete the following dialogue

1 Ask the students to look at the picture and say what they think is happening (*the boy is interviewing the dentist*).

2 Ask the students to read through the dialogue and look at the example answer. Explain that they have to complete the dialogue by choosing the correct words.

3 The students complete the activity in pairs.

4 Check the answers as a whole class and then invite different pairs of students to read out the dialogue.


***Answers:***

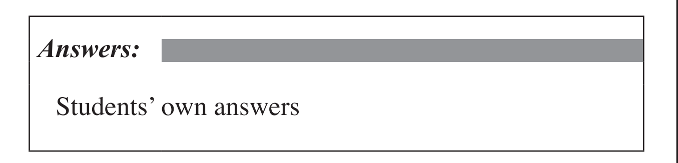
| | | |
|---|---|---|
| 2 ago | 3 How long | 4 I've been |
| 5 How often | 6 every | 7 enjoy |

### 3 Answer the questions

1 Ask the students to read the questions. Ask them to explain what each tense is and why it is used (*1 the present perfect continuous to talk about something which started in the past and still continues, 2 the present simple used to talk about routines and habits, 3 and 4 the past simple used to talk about when something started/was first done*).

2 The students write answers that are true for them. Go round and monitor, helping where necessary.

3 Invite different students to read out their answers.


***Answers:***

Students' own answers

**REVIEW** **SB page 6** **WB page 4**

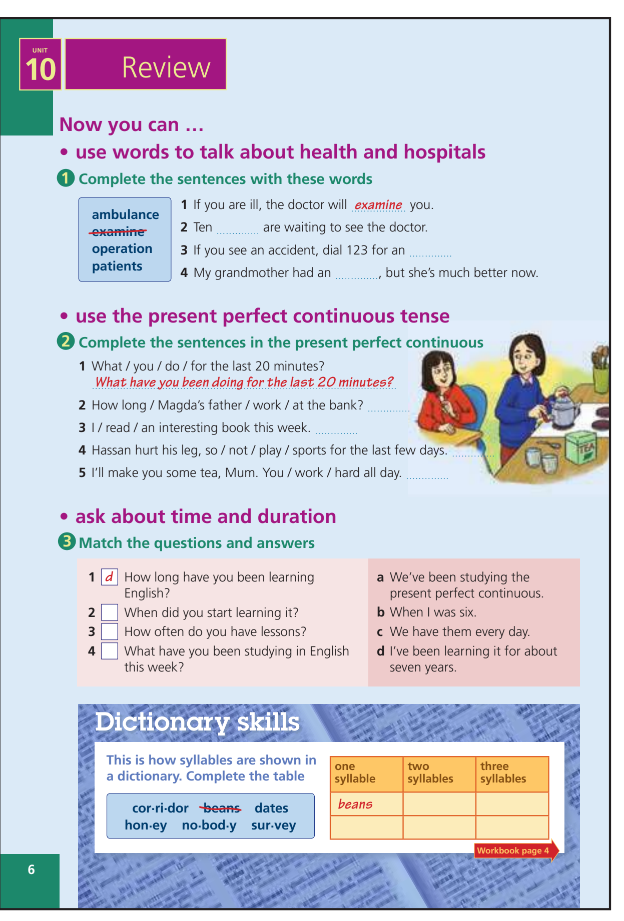
## Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise dictionary skills

### Before using the book:

- Write **A working life** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

## SB Page 6


UNIT 10 Review

Now you can …

• use words to talk about health and hospitals

1 Complete the sentences with these words

ambulance ~~examine~~ operation patients

1 If you are ill, the doctor will *examine* you.
2 Ten ............ are waiting to see the doctor.
3 If you see an accident, dial 123 for an ............
4 My grandmother had an ............, but she's much better now.

• use the present perfect continuous tense

2 Complete the sentences in the present perfect continuous

1 What / you / do / for the last 20 minutes?
*What have you been doing for the last 20 minutes?*
2 How long / Magda's father / work / at the bank? ............
3 I / read / an interesting book this week. ............
4 Hassan hurt his leg, so / not / play / sports for the last few days. ............
5 I'll make you some tea, Mum. You / work / hard all day. ............

• ask about time and duration

3 Match the questions and answers

1 *d* How long have you been learning English?
2 When did you start learning it?
3 How often do you have lessons?
4 What have you been studying in English this week?

a We've been studying the present perfect continuous.
b When I was six.
c We have them every day.
d I've been learning it for about seven years.

Dictionary skills

This is how syllables are shown in a dictionary. Complete the table

cor·ri·dor ~~beans~~ dates hon·ey no·bod·y sur·vey

| one syllable | two syllables | three syllables |
|---|---|---|
| *beans* | | |
| | | |

Workbook page 4

6

### 1 Complete the sentences with these words

1 Elicit the words connected with health and hospitals that the students have studied in the unit. Ask them to read the words in the box and elicit their definitions.

2 Ask the students to complete the sentences with the words from the box.

3 Invite different students to read out the completed sentences.

***Answers:***

| | | |
|---|---|---|
| 2 patients | 3 ambulance | 4 operation |

### 2 Complete the sentences in the present perfect continuous

1 Ask the students to give you some example sentences using the present perfect continuous, and check that they are using it correctly.

2 Then ask them to read the example sentence and check that they understand what to do.

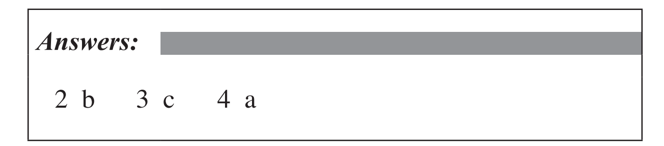
3 The students complete the exercise individually and check their answers in pairs. Then check the answers as a whole class.

*Answers:*

2 How long has Magda's father been working at the bank?
3 I've been reading an interesting book this week.
4 Hassan hurt his leg, so he hasn't been playing sports for the last few days.
5 I'll make you some tea, Mum. You've been working hard all day.

### 3 Match the questions and answers

**1** Ask the students to look at the questions on the left and elicit possible answers.
**2** The students then match the questions with the answers on the right.
**3** Check the answers as a whole class.



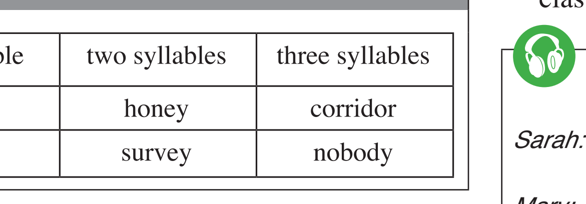
*Answers:*

2 b  3 c  4 a

### Dictionary skills

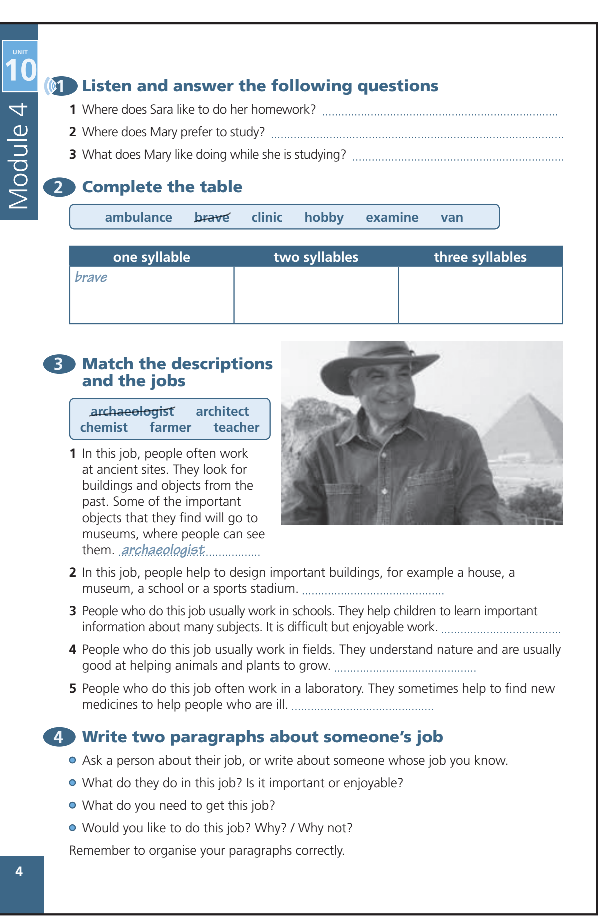
**1** Ask the students what they remember about dictionaries and the information that is included in them.
**2** Ask students what a syllable is and explain if necessary. Ask why dictionaries show the breaks for syllables (*to help us spell words, to help show silent letters, to show where to break words at the end of a line of type*).
**3** Then ask them to read the Dictionary skills box. Read out the words and elicit definitions.
**4** Students complete the exercise in pairs. Then check answers as a class.

*Answers:*



| one syllable | two syllables | three syllables |
|---|---|---|
| beans | honey | corridor |
| dates | survey | nobody |

## WB Page 4



UNIT 10
Module 4

**1 Listen and answer the following questions**
1 Where does Sara like to do her homework? ..........
2 Where does Mary prefer to study? ..........
3 What does Mary like doing while she is studying? ..........

**2 Complete the table**
ambulance ~~brave~~ clinic hobby examine van

| one syllable | two syllables | three syllables |
|---|---|---|
| *brave* | | |

**3 Match the descriptions and the jobs**
~~archaeologist~~ architect chemist farmer teacher

1 In this job, people often work at ancient sites. They look for buildings and objects from the past. Some of the important objects that they find will go to museums, where people can see them. *archaeologist*
2 In this job, people help to design important buildings, for example a house, a museum, a school or a sports stadium. ..........
3 People who do this job usually work in schools. They help children to learn important information about many subjects. It is difficult but enjoyable work. ..........
4 People who do this job usually work in fields. They understand nature and are usually good at helping animals and plants to grow. ..........
5 People who do this job often work in a laboratory. They sometimes help to find new medicines to help people who are ill. ..........

**4 Write two paragraphs about someone's job**
- Ask a person about their job, or write about someone whose job you know.
- What do they do in this job? Is it important or enjoyable?
- What do you need to get this job?
- Would you like to do this job? Why? / Why not?

Remember to organise your paragraphs correctly.

4

### 1 Listen and answer the following questions

**1** Ask the students to read the questions. Tell them that they are going to listen to a brief dialogue and that they have to listen and answer the questions.
**2** Play the recording while the students listen and write the answers.
**3** Ask the students to compare their answers with a partner and then check the answers as a whole class.

**Tapescript**

*Sarah:* *I like doing my homework in the library. What about you, Mary?*
*Mary:* *No, I prefer studying at home, while I am listening to music.*

*Answers:*

1 Sarah likes to do her homework in the library.
2 Mary prefers to study at home.
3 She likes listening to music.

### 2 Complete the table

1 Ask several students to read the words aloud. Check their pronunciation. Ask for definitions.
2 Tell the students to write a small dot to divide the words into syllables and then copy each word into the correct column.
3 Have students compare their answers in pairs before checking with the class.

*Answers:*

| one syllable | two syllables | three syllables |
|---|---|---|
| brave | clin•ic | am•bu•lance |
| van | hob•by | ex•am•ine |

### 3 Match the descriptions and the jobs

1 Elicit the jobs that the students have learned about in the unit.
2 Ask them to define the jobs in the box. Then ask them to read the descriptions and match them to the jobs, as in the example.
3 Check answers.

*Answers:*

2 architect
3 teacher
4 farmer
5 chemist

### 4 Write two paragraphs about someone's job

1 Tell the students that they are going to write two paragraphs about someone's job.
2 Ask them to look at the questions and to plan their writing before they start.
3 They should write their answer in their notebooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their paragraphs with a partner to read and check the spelling and grammar.
4 Finally, invite different students to read out their paragraphs for the class.

*Answers:*

Students' own answers

## Assessment

### Speaking task

***Outcome: to ask about time and duration***

Use SB page 4, exercise 4

Students work in pairs to ask and answer about their hobbies, adapting the questions and answers in the Functions box. Assess them on the correct use of tense.

### Reading task

***Outcome: to understand the present perfect continuous***

Use SB page 2, exercise 2 texts

Write the following statements on the board:

1 **Dr Aziz and Dr Gamila have both been working as doctors for five years.**
2 **Dr Aziz has been doing operations in the van.**
3 **Dr Gamila has been working at the hospital for six months.**
4 **Dr Gamila has been visiting a patient today.**
5 **Both doctors have been working hard.**

Students read the texts again and decide whether the statements are true or false.

### Writing task

***Outcome: to use the present perfect continuous***

Use SB page 3, exercise 3

Students write sentences for each of the prompts, using the present perfect continuous.

They then write an extra sentence using a time phrase of their choice.

### Listening task

***Outcome: to understand descriptions of jobs***

Use the tapescript for SB page 4, exercises 2 and 3

Using the tapescript, read out answers that the interviewees gave in a random order. Students listen and say which job each statement refers to – a dentist, an archaeologist or a chemist.

UNIT 11

# How to do well

**SB pages 7–11 WB pages 5–7**

## Objectives

**Grammar**

Giving advice: *should* and *shouldn't*

**Reading**

Reading about revision advice

**Listening**

Listening to people congratulating others on their achievements

**Speaking**

Talking about and congratulating others on their achievements

**Writing**

Writing an email giving advice

## LESSON 1 SB page 7

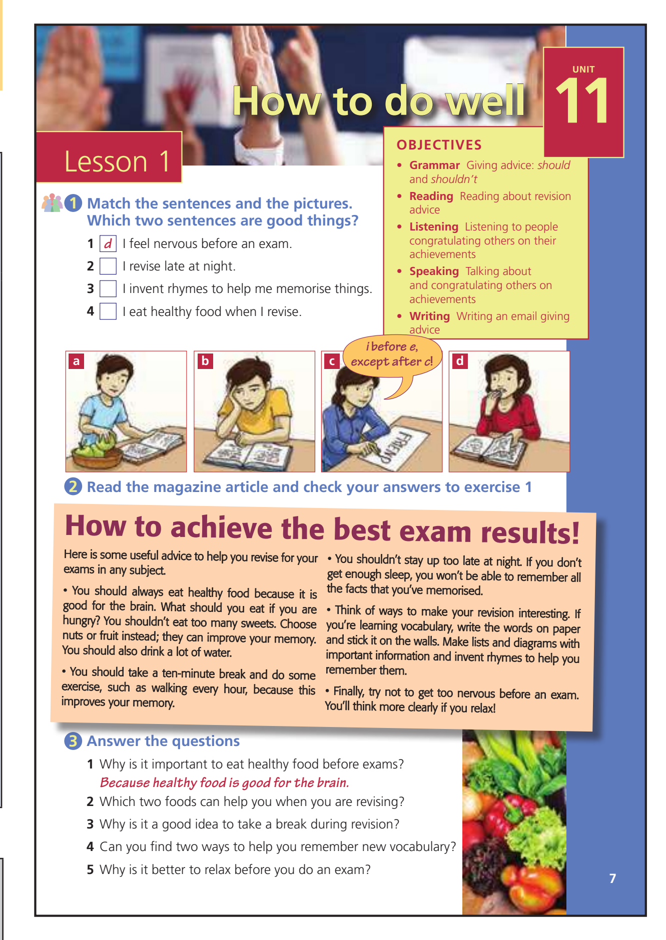
### Outcomes

- To discuss doing well in exams
- To read about achieving the best exam results and answer questions

**Before using the book:**

- Write the title of the unit **How to do well** on the board and elicit the meaning.
- Ask students to work in small groups to discuss what they can do to make sure they get good results in exams.
- Invite different groups to share their ideas, and ask the class to vote on which ideas are the most helpful.

SB Page 7



How to do well

UNIT 11

Lesson 1

OBJECTIVES
- Grammar Giving advice: *should* and *shouldn't*
- Reading Reading about revision advice
- Listening Listening to people congratulating others on their achievements
- Speaking Talking about and congratulating others on achievements
- Writing Writing an email giving advice

1 Match the sentences and the pictures. Which two sentences are good things?

1 *d* I feel nervous before an exam.
2 I revise late at night.
3 I invent rhymes to help me memorise things.
4 I eat healthy food when I revise.



2 Read the magazine article and check your answers to exercise 1

How to achieve the best exam results!

Here is some useful advice to help you revise for your exams in any subject.

• You should always eat healthy food because it is good for the brain. What should you eat if you are hungry? You shouldn't eat too many sweets. Choose nuts or fruit instead; they can improve your memory. You should also drink a lot of water.

• You should take a ten-minute break and do some exercise, such as walking every hour, because this improves your memory.

• You shouldn't stay up too late at night. If you don't get enough sleep, you won't be able to remember all the facts that you've memorised.

• Think of ways to make your revision interesting. If you're learning vocabulary, write the words on paper and stick it on the walls. Make lists and diagrams with important information and invent rhymes to help you remember them.

• Finally, try not to get too nervous before an exam. You'll think more clearly if you relax!

3 Answer the questions

1 Why is it important to eat healthy food before exams?
*Because healthy food is good for the brain.*
2 Which two foods can help you when you are revising?
3 Why is it a good idea to take a break during revision?
4 Can you find two ways to help you remember new vocabulary?
5 Why is it better to relax before you do an exam?

7

**1 Match the sentences and the pictures. Which two sentences are good things?**

1 Draw attention to the Objectives box on page 7, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Put the students into small groups and ask them to match the sentences and pictures. They then read the sentences and discuss which two of them are good things.

3 Invite the groups to share their ideas with the rest of the class but do not confirm them at this point.

***Answers:***

2 b 3 c 4 a

**2 Read the magazine article and check your answers to exercise 1**

1 Ask the students to read the article quickly to find the answers to the first exercise. Remind them not to worry about any words they don't know at this point.

2 Invite students to give the answers and identify the parts of the text where they found the relevant information.

***Answers:***

3 and 4 are good advice

### 3 Answer the questions

1 Ask the students to read the questions and discuss them before referring back to the text to find the answers.
2 Invite different students to give their answers. Ask them to point to the part of the text where they found the answer.
3 Ask students whether there were any words they didn't know. Ask them to read the context carefully to think about what the word means before confirming their definitions.
4 Ask the students which of the pieces of advice in the article they follow. Ask which other pieces of advice they would like to try.

***Answers:***

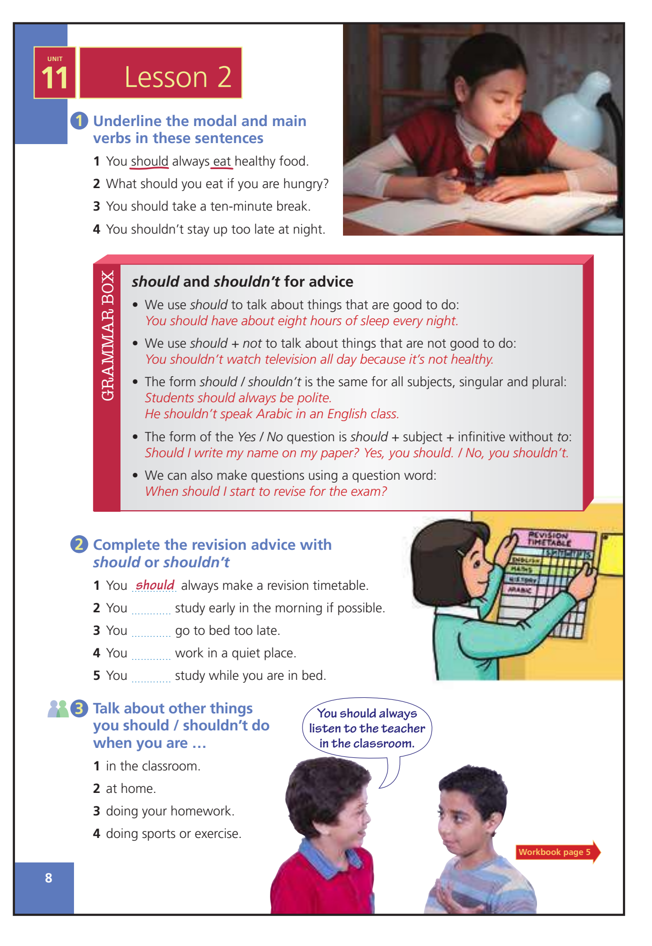
2 nuts and fruit
3 Because it improves your memory.
4 Two from: write words on pieces of paper and stick them on the walls / make lists and diagrams / invent rhymes
5 Because you think more clearly if you relax.

## LESSON 2 SB page 8 WB page 5

### Outcomes

- To use *should* and *shouldn't* for advice

## SB Page 8



UNIT 11 Lesson 2

**1 Underline the modal and main verbs in these sentences**

1 You should always eat healthy food.
2 What should you eat if you are hungry?
3 You should take a ten-minute break.
4 You shouldn't stay up too late at night.

GRAMMAR BOX

***should* and *shouldn't* for advice**

- We use *should* to talk about things that are good to do:
  *You should have about eight hours of sleep every night.*
- We use *should* + *not* to talk about things that are not good to do:
  *You shouldn't watch television all day because it's not healthy.*
- The form *should / shouldn't* is the same for all subjects, singular and plural:
  *Students should always be polite.*
  *He shouldn't speak Arabic in an English class.*
- The form of the *Yes / No* question is *should* + subject + infinitive without *to*:
  *Should I write my name on my paper? Yes, you should. / No, you shouldn't.*
- We can also make questions using a question word:
  *When should I start to revise for the exam?*

**2 Complete the revision advice with *should* or *shouldn't***

1 You *should* always make a revision timetable.
2 You ........ study early in the morning if possible.
3 You ........ go to bed too late.
4 You ........ work in a quiet place.
5 You ........ study while you are in bed.



**3 Talk about other things you should / shouldn't do when you are …**

1 in the classroom.
2 at home.
3 doing your homework.
4 doing sports or exercise.



Workbook page 5

8

### 1 Underline the modal and main verbs in these sentences

1 Say *I've got toothache and I don't know what to do!* to elicit advice with *should* or *shouldn't*.
2 Ask them to read the example sentence and elicit the meaning of *should* (*it is a good idea*).
3 Ask them what they think the negative form is (*shouldn't*) and what they think it means *(it's a good idea not to …)*.
4 Ask them to copy the rest of the sentences into their notebooks and underline the modal and main verbs as in the example.
5 While they are working, write sentences 2–4 on the board and check answers by inviting different students to come to the board and underline the verbs.
6 Elicit the *Yes/No* and *Wh-* question forms, and then ask them to read the Grammar box to confirm their ideas.

**Answers:**

2 What should you eat if you are hungry?
3 You should take a ten-minute break.
4 You shouldn't stay up too late at night.

### 2 Complete the revision advice with *should* or *shouldn't*

1. Ask the students to read the pieces of advice and decide whether to add *should* or *shouldn't* to make them positive pieces of advice.
2. Students complete the sentences with *should* or *shouldn't*.
3. Then invite different students to read out the completed sentences. Ask them where they study when they are revising for an exam or test. Ask *Is it a good place to study? Why? / Why not? What could make it better?*

**Answers:**

| | |
|---|---|
| 2 should | 3 shouldn't |
| 4 should | 5 shouldn't |

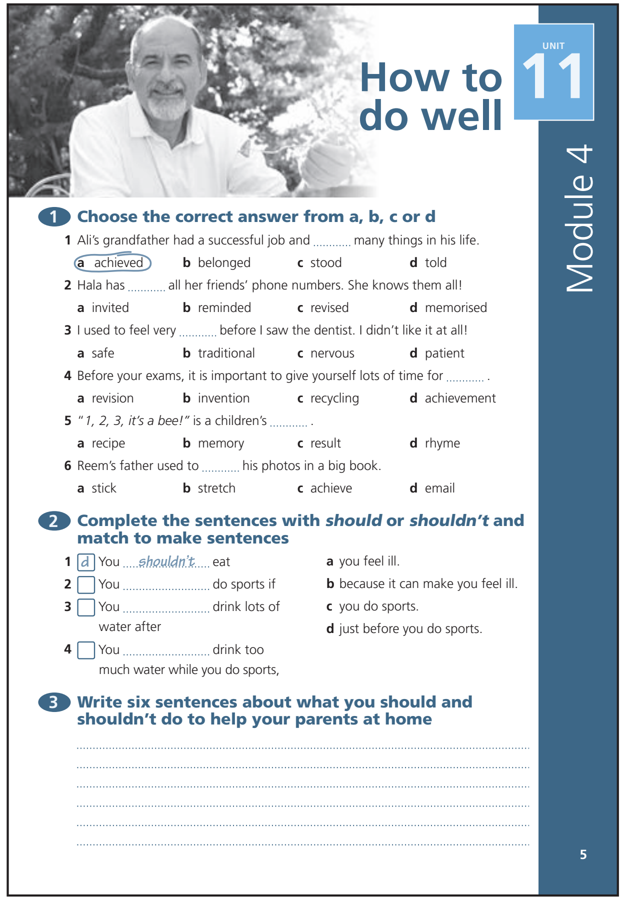
### 3 Talk about other things you should/shouldn't do when you are …

1. Ask the students to look at the prompts and the example in the speech bubble. Elicit some ideas.
2. The students then work in pairs to talk about things they should and shouldn't do for each prompt.
3. Go round and monitor, helping where necessary.
4. Invite different students to give some advice for each of the situations.

**Answers:**

Students' own answers

## WB Page 5



UNIT 11

How to do well

Module 4

1 Choose the correct answer from a, b, c or d

1 Ali's grandfather had a successful job and ........... many things in his life.
a achieved b belonged c stood d told
2 Hala has ........... all her friends' phone numbers. She knows them all!
a invited b reminded c revised d memorised
3 I used to feel very ........... before I saw the dentist. I didn't like it at all!
a safe b traditional c nervous d patient
4 Before your exams, it is important to give yourself lots of time for ........... .
a revision b invention c recycling d achievement
5 "*1, 2, 3, it's a bee!*" is a children's ........... .
a recipe b memory c result d rhyme
6 Reem's father used to ........... his photos in a big book.
a stick b stretch c achieve d email

2 Complete the sentences with *should* or *shouldn't* and match to make sentences

1 [d] You ...shouldn't... eat
2 [ ] You .................... do sports if
3 [ ] You .................... drink lots of water after
4 [ ] You .................... drink too much water while you do sports,

a you feel ill.
b because it can make you feel ill.
c you do sports.
d just before you do sports.

3 Write six sentences about what you should and shouldn't do to help your parents at home

5

### 1 Choose the correct answer from a, b, c or d

1. Ask the students to look at the example and explain that they have to complete the rest of the sentences in a similar way.
2. Students complete the task in pairs.
3. Check the answers by inviting different students to read out the whole sentences.

**Answers:**

2 d  3 c  4 a  5 d  6 a

### 2 Complete the sentences with *should* or *shouldn't* and match to make sentences

1. Ask the students to look at the example sentence. Tell them that they need to read all of the information carefully before they choose *should* or *shouldn't* and match the sentence halves.
2. Students complete the exercise in pairs.
3. Go through the answers with the whole class.

***Answers:***

2 a shouldn't
4 b shouldn't
3 c should

### 3 Write six sentences about what you should and shouldn't do to help your parents at home

**1** Ask the students to read the instruction and elicit some ideas orally as a whole class, for example, *You should help wash the dishes, You shouldn't leave your clothes on the floor.*

**2** Then ask the students to write six sentences: three using *should* and three using *shouldn't*. Go round and monitor, helping where necessary.

**3** Invite different students to read out their sentences.

***Answers:***

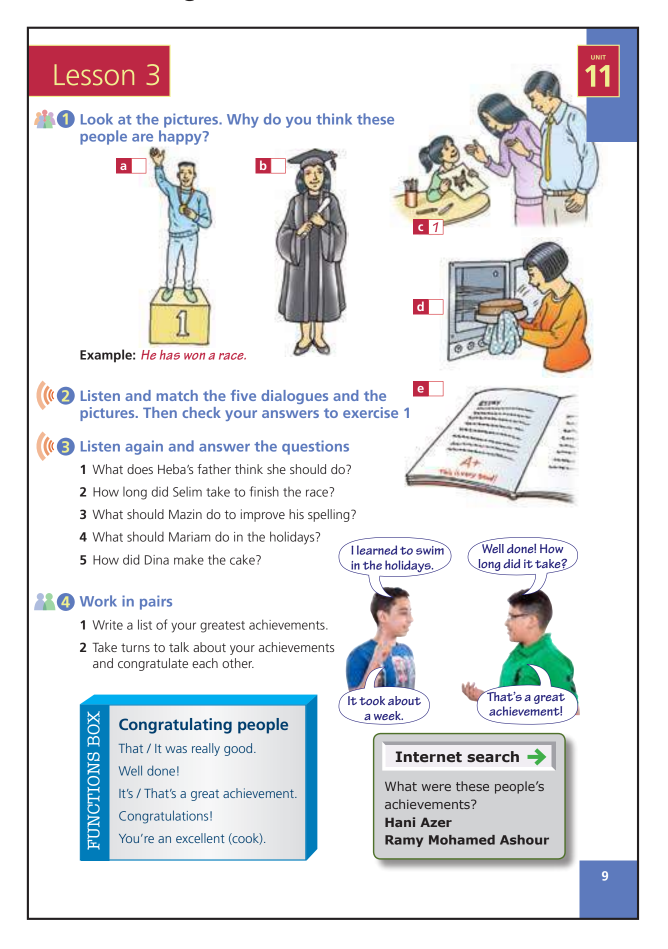
Students' own answers

## LESSON 3 SB page 9

### Outcomes

- To listen to five conversations and answer questions
- To talk about achievements and congratulate others' achievements
- To carry out an internet search about Hani Azer's and Ramy Mohamed Ashour's achievements

SB Page 9



Lesson 3

UNIT 11

1 Look at the pictures. Why do you think these people are happy?

a b c d e

Example: *He has won a race.*

2 Listen and match the five dialogues and the pictures. Then check your answers to exercise 1

3 Listen again and answer the questions

1 What does Heba's father think she should do?
2 How long did Selim take to finish the race?
3 What should Mazin do to improve his spelling?
4 What should Mariam do in the holidays?
5 How did Dina make the cake?

4 Work in pairs

1 Write a list of your greatest achievements.
2 Take turns to talk about your achievements and congratulate each other.



FUNCTIONS BOX

**Congratulating people**
That / It was really good.
Well done!
It's / That's a great achievement.
Congratulations!
You're an excellent (cook).

**Internet search**
What were these people's achievements?
**Hani Azer**
**Ramy Mohamed Ashour**

9

### 1 Look at the pictures. Why do you think these people are happy?

**1** Ask the students to look at the pictures and say what they can see.

**2** Ask them to work in small groups to discuss why the people are happy and what they have achieved.

**3** Ask the groups to share their ideas but do not confirm the answers at this point.

### 2 Listen and match the five dialogues and the pictures. Then check your answers to exercise 1

**1** Tell the students that they are going to listen to five conversations relating to the people in the pictures in exercise 1.

**2** Play the first conversation and ask the students who the conversation includes and what they have done. (*It relates to picture c. Heba has painted a really good picture.*)

**3** Then play the remaining conversations and ask the students to match the dialogues and people, writing down their achievements.

4 Ask students to check their answers with a partner and play the recording again if necessary. Then go through the answers with the whole class.

**Tapescript**

*Narrator:* *One*
*Mum:* *That's really good, Heba! I like the way you've used the colours.*
*Dad:* *You should stick it on the wall so that we can look at it every time we come in the room.*
*Heba:* *That's a good idea!*

*Narrator:* *Two*
*Man:* *The winner of the first prize is Selim Hamdi!*
*Well done, Selim. You were really fast today. You finished in just two minutes! That's a great achievement!*

*Narrator:* *Three*
*Miss Rawia:* *Well done, Mazin. I really liked your story.*
*Mazin:* *Thank you, Miss Rawia.*
*Miss Rawia:* *You used some very good sentences. You also only made two spelling mistakes. Well done!*
*Mazin:* *Should I write the words I spelt wrongly in my notebook, Miss Rawia?*
*Miss Rawia:* *Yes, it's always a good idea to do that. That way, you won't make the same mistakes again.*

*Narrator:* *Four*
*Dad:* *Congratulations, Mariam! Now you have a degree!*
*Mum:* *You should relax and enjoy your summer holiday, before you start your first job!*

*Narrator:* *Five*
*Mum:* *That looks delicious! Did you make it yourself?*
*Girl:* *Yes, I did! Well, I followed a recipe, of course.*
*Mum:* *Well, you're an excellent cook, Dina!*

***Answers:***

**Exercise 1**
b She has a degree.
c She has drawn/made a really good picture.
d She has made a delicious cake.
e He has written a good story.
**Exercise 2**
a 2 b 4 c 1 d 5 e 3

## 3 Listen again and answer the questions

1 Ask the students to read the questions and ask whether they remember any of the information from what they heard.
2 Then play the recording again for them to listen for the answers.
3 Check the answers with the whole class. Ask whether they have achieved any of these things and what they hope to achieve in the future.

***Answers:***

1 He thinks she should stick the picture on the wall (so they can look at it every time they go in the room).
2 He took just two minutes.
3 He should write the words in his notebook.
4 She should relax and enjoy it.
5 She followed a recipe.

## 4 Work in pairs

1 Ask the students to think about their greatest achievements. Explain that these can be small things but which were important to them. Ask them to write a list of three or four achievements.
2 Then ask them to read the examples in the speech bubbles and point out the language that is used to congratulate someone on their achievement.
3 Ask them whether they can think of any other phrases and then refer them to the Functions box to read the ideas.
4 The students then work in pairs, telling each other about their achievements and congratulating each other. Go round and monitor, helping where necessary.
5 Invite different students to tell the class about one of their achievements and ask the rest of the class to congratulate them in different ways.

*Answers:*

Students' own answers

**Internet search**

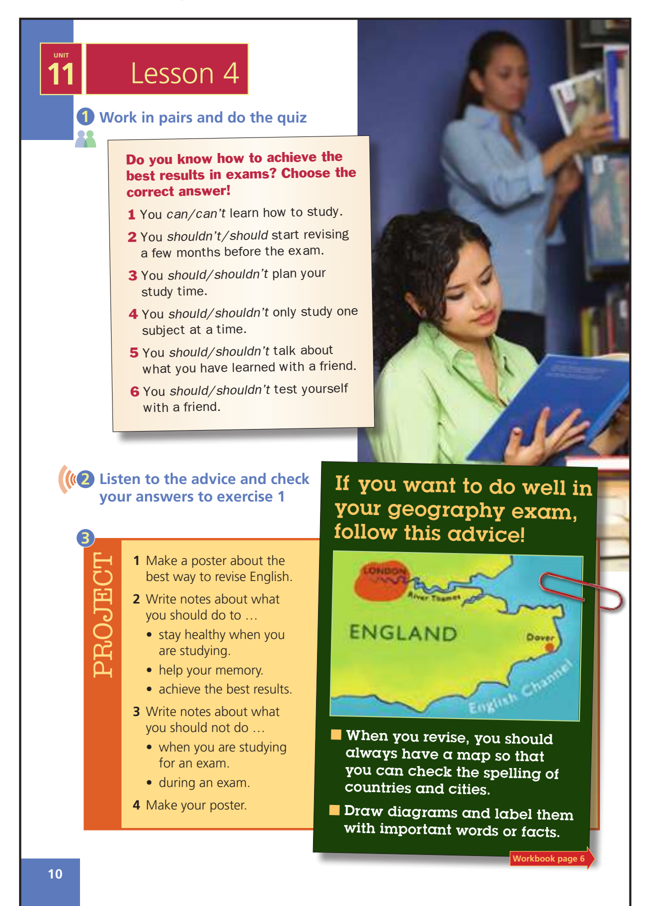
1 Write the two names on the board and ask the students what they know about the people and their achievements. Have a short class discussion.
2 Then ask them to read the instructions and think about what they could type into a search engine to find out more about what the people did.
3 Students carry out their research in pairs, and then report their findings to the class.

## LESSON 4 SB page 10 WB page 6

### Outcomes

- To do a quiz about achieving good results in exams
- To write a poster about the best way to revise English

**SB Page 10**



UNIT 11 Lesson 4

1 Work in pairs and do the quiz

**Do you know how to achieve the best results in exams? Choose the correct answer!**

1 You *can/can't* learn how to study.
2 You *shouldn't/should* start revising a few months before the exam.
3 You *should/shouldn't* plan your study time.
4 You *should/shouldn't* only study one subject at a time.
5 You *should/shouldn't* talk about what you have learned with a friend.
6 You *should/shouldn't* test yourself with a friend.

2 Listen to the advice and check your answers to exercise 1

3 PROJECT

1 Make a poster about the best way to revise English.
2 Write notes about what you should do to …
- stay healthy when you are studying.
- help your memory.
- achieve the best results.

3 Write notes about what you should not do …
- when you are studying for an exam.
- during an exam.

4 Make your poster.

**If you want to do well in your geography exam, follow this advice!**



- When you revise, you should always have a map so that you can check the spelling of countries and cities.
- Draw diagrams and label them with important words or facts.

Workbook page 6

10

### 1 Work in pairs and do the quiz

1 Ask the students to read through the quiz and check whether there are any words they don't understand.
2 Then ask them to work in pairs to discuss the quiz and choose the best answers.
3 Invite the groups to share their ideas and have a short class discussion about which of the advice they already follow.

### 2 Listen to the advice and check your answers to exercise 1

1 Tell the students that they are going to listen to some advice and that they should compare it with the answers they gave in exercise 1.
2 Play the recording and then check the answers with the whole class.

**Tapescript**

*Voice:* *Everyone can learn to study. If you follow this advice, you will remember things better and achieve better results.*

*You should start revising a few months before the exam. You shouldn't start the night before an exam! You should plan your study time so that you don't have to do a lot of revision just before the exam.*

*Many students find it helpful to study more than one subject at a time. Do an hour of one subject, then take a break and start something different. That way, you won't get bored.*

*You should talk about what you have learned with a friend. It can help you remember things. You can also test each other and explain things to each other when one of you doesn't understand.*

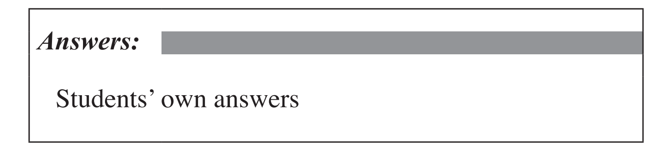
*Answers:*

| | | |
|---|---|---|
| 1 can | 2 should | 3 should |
| 4 shouldn't | 5 should | 6 should |

### 3 Project

1 Ask the students to read the poster and ask what it is giving advice about (*revising geography*).
2 Ask them to read questions 1–2 and discuss ideas as a whole class. Write the ideas on the board for the students to refer to.
3 Ask them to plan their writing in pairs, using the example text as a model.

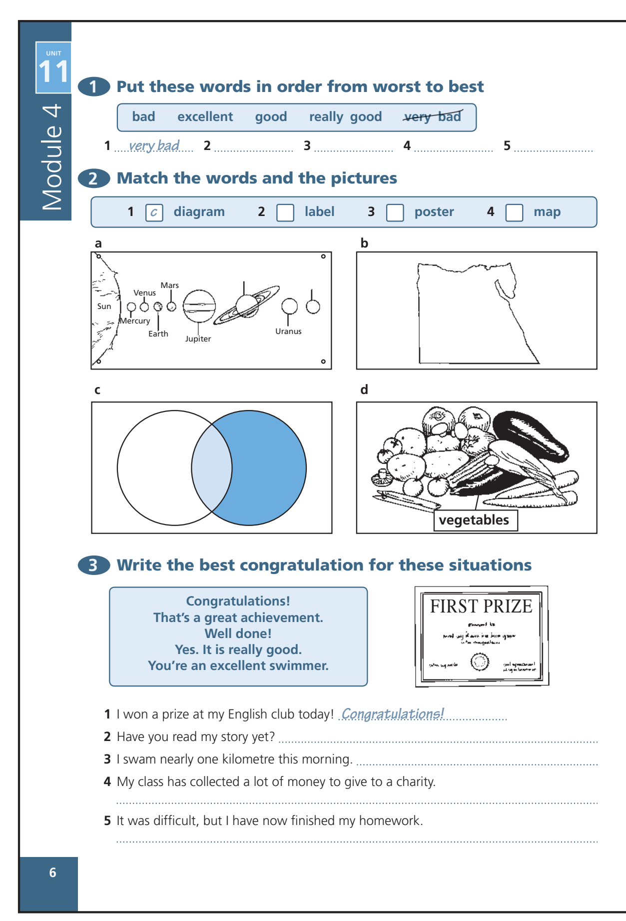
4 Students produce their posters. Remind them to include one example each of *should* and *shouldn't*. Go round and monitor, helping where necessary.
5 Display the posters in the classroom for the rest of the class to read. Ask which pieces of advice they think are most useful.



***Answers:***

Students' own answers

## WB Page 6



UNIT 11

Module 4

1 Put these words in order from worst to best

bad excellent good really good ~~very bad~~

1 *very bad* 2 ...... 3 ...... 4 ...... 5 ......

2 Match the words and the pictures

1 c diagram 2 ☐ label 3 ☐ poster 4 ☐ map



3 Write the best congratulation for these situations

Congratulations!
That's a great achievement.
Well done!
Yes. It is really good.
You're an excellent swimmer.

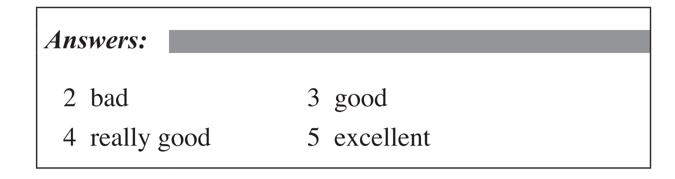


1 I won a prize at my English club today! *Congratulations!*
2 Have you read my story yet? ......
3 I swam nearly one kilometre this morning. ......
4 My class has collected a lot of money to give to a charity. ......
5 It was difficult, but I have now finished my homework. ......

6

### 1 Put these words in order from worst to best

1 Ask the students to look at the words and put them in order from bad to good.
2 Check the answers with the whole class.



***Answers:***

2 bad 3 good
4 really good 5 excellent

### 2 Match the words and the pictures

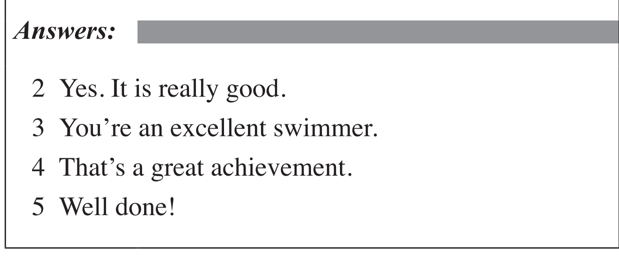
1 Ask the students to look at the pictures and say what they can see (*a poster, a map, a diagram, a label*).
2 Then ask them to match the words and pictures, as in the example.
3 Check the answers with the whole class.

***Answers:***

2 d 3 a 4 b

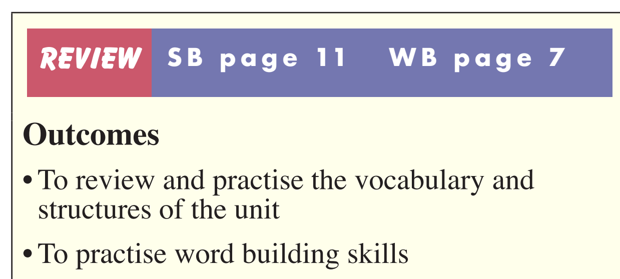
### 3 Write the best congratulation for these situations

1 Elicit phrases for congratulating someone and then ask the students to read the phrases in the box. Ask what the picture shows (*a certificate of achievement*).
2 Say the first sentence aloud and elicit responses from the students.
3 Then ask them to complete the rest of the exercise in pairs.
4 Say each of the sentences in turn for the students to respond with an appropriate phrase.



***Answers:***

2 Yes. It is really good.
3 You're an excellent swimmer.
4 That's a great achievement.
5 Well done!



**REVIEW** SB page 11 WB page 7

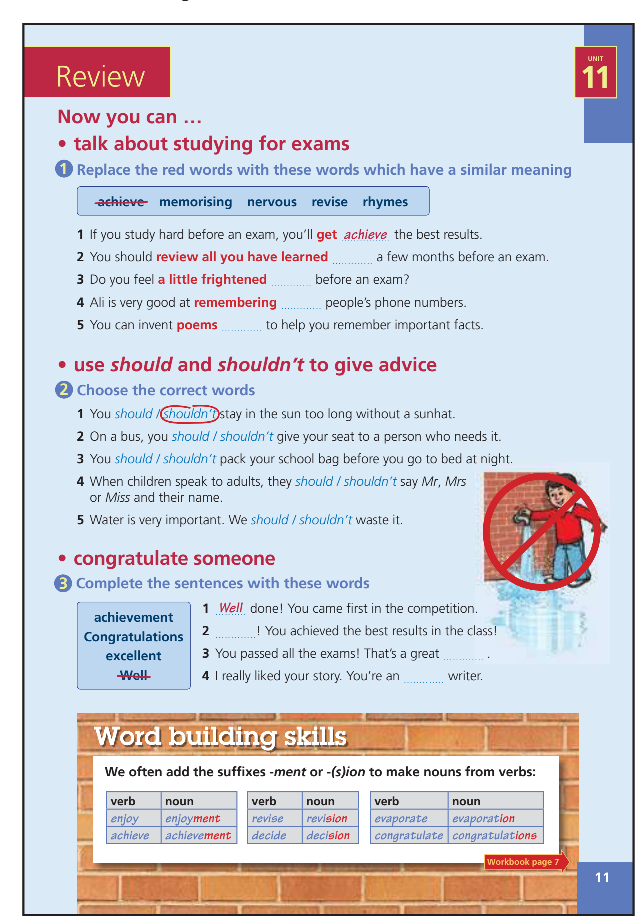
**Outcomes**

- To review and practise the vocabulary and structures of the unit
- To practise word building skills

### Before using the book:

- Write **How to do well** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

## SB Page 11



Review

UNIT 11

Now you can …

• talk about studying for exams

1 Replace the red words with these words which have a similar meaning

~~achieve~~ memorising nervous revise rhymes

1 If you study hard before an exam, you'll **get** *achieve* the best results.
2 You should **review all you have learned** ........... a few months before an exam.
3 Do you feel **a little frightened** ........... before an exam?
4 Ali is very good at **remembering** ........... people's phone numbers.
5 You can invent **poems** ........... to help you remember important facts.

• use *should* and *shouldn't* to give advice

2 Choose the correct words

1 You *should* / *shouldn't* stay in the sun too long without a sunhat.
2 On a bus, you *should* / *shouldn't* give your seat to a person who needs it.
3 You *should* / *shouldn't* pack your school bag before you go to bed at night.
4 When children speak to adults, they *should* / *shouldn't* say *Mr*, *Mrs* or *Miss* and their name.
5 Water is very important. We *should* / *shouldn't* waste it.

• congratulate someone

3 Complete the sentences with these words

achievement
Congratulations
excellent
~~Well~~

1 *Well* done! You came first in the competition.
2 ...........! You achieved the best results in the class!
3 You passed all the exams! That's a great ........... .
4 I really liked your story. You're an ........... writer.

Word building skills

We often add the suffixes *-ment* or *-(s)ion* to make nouns from verbs:

| verb | noun | verb | noun | verb | noun |
|---|---|---|---|---|---|
| *enjoy* | *enjoyment* | *revise* | *revision* | *evaporate* | *evaporation* |
| *achieve* | *achievement* | *decide* | *decision* | *congratulate* | *congratulations* |

Workbook page 7

11

### 1 Replace the red words with these words which have a similar meaning

1 Ask students to look at the words in the box and elicit the meanings.
2 Students then complete the exercise in pairs, replacing the phrases in red with a word from the box.
3 Go through the answers with the whole class.

*Answers:*

2 revise 3 nervous
4 memorising 5 rhymes

### 2 Choose the correct words

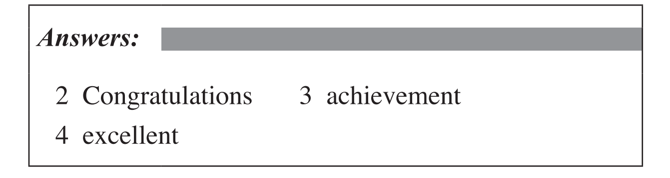
1 Elicit the meanings of *should* (*it's a good idea to* …) and *shouldn't* (*it's a good idea not to* …).
2 Then ask them to complete the exercise, as in the example.
3 Invite students to read out the sentences.

*Answers:*

2 should 3 should
4 should 5 shouldn't

### 3 Complete the sentences with these words

1 Elicit phrases for congratulating.
2 Then ask the students to complete the sentences with the phrases in the box.
3 Invite different students to read out the completed sentences.



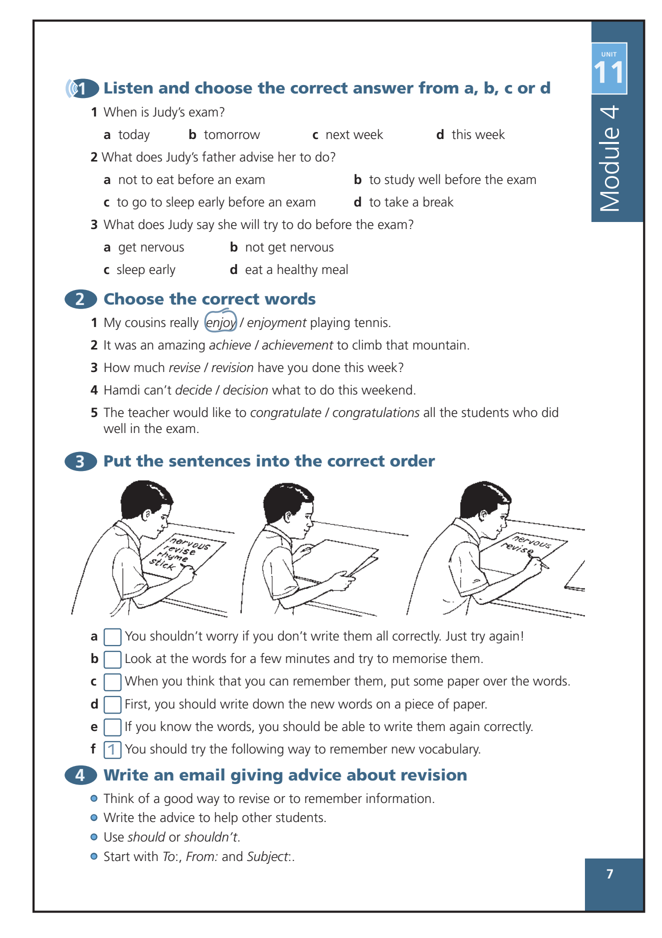
*Answers:*

2 Congratulations 3 achievement
4 excellent

### Word building skills

1 Ask *What is a suffix?* (*a word ending which is added to a word to change its function or meaning*). Elicit some examples.
2 Then ask them to look at the Word building skills box and read the examples. Ask whether they can think of any other words ending in *-ment*, *-sion* or *-ion*.

## WB Page 7



11 Module 4

**1 Listen and choose the correct answer from a, b, c or d**

1 When is Judy's exam?
a today  b tomorrow  c next week  d this week

2 What does Judy's father advise her to do?
a not to eat before an exam  b to study well before the exam
c to go to sleep early before an exam  d to take a break

3 What does Judy say she will try to do before the exam?
a get nervous  b not get nervous
c sleep early  d eat a healthy meal

**2 Choose the correct words**

1 My cousins really *enjoy / enjoyment* playing tennis.
2 It was an amazing *achieve / achievement* to climb that mountain.
3 How much *revise / revision* have you done this week?
4 Hamdi can't *decide / decision* what to do this weekend.
5 The teacher would like to *congratulate / congratulations* all the students who did well in the exam.

**3 Put the sentences into the correct order**



a ☐ You shouldn't worry if you don't write them all correctly. Just try again!
b ☐ Look at the words for a few minutes and try to memorise them.
c ☐ When you think that you can remember them, put some paper over the words.
d ☐ First, you should write down the new words on a piece of paper.
e ☐ If you know the words, you should be able to write them again correctly.
f 1 You should try the following way to remember new vocabulary.

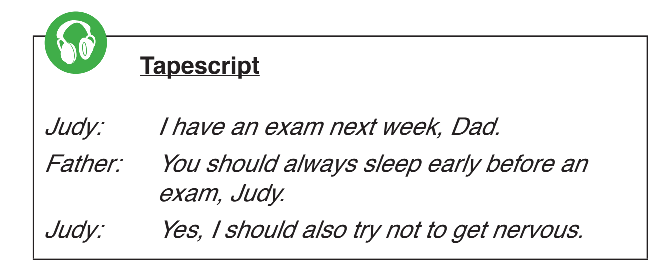
**4 Write an email giving advice about revision**

- Think of a good way to revise or to remember information.
- Write the advice to help other students.
- Use *should* or *shouldn't*.
- Start with *To:*, *From:* and *Subject:*.

7

### 1 Listen and choose the correct answer from a, b, c or d

1. Ask the students to read the questions. Tell them that they are going to listen to a brief dialogue and that they have to listen and answer the questions.
2. Play the recording while the students listen and write the answers.
3. Ask the students to compare their answers with a partner and then check the answers as a whole class.



**Tapescript**

| | |
|---|---|
| *Judy:* | *I have an exam next week, Dad.* |
| *Father:* | *You should always sleep early before an exam, Judy.* |
| *Judy:* | *Yes, I should also try not to get nervous.* |

***Answers:***

1 c  2 c  3 b

### 2 Choose the correct words

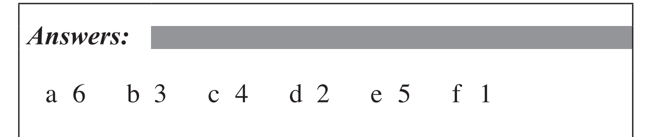
1. Elicit the suffixes from the Word building skills box on SB page 11.
2. Then ask the students to complete the exercise by choosing the correct form of the words in italics.
3. Invite different students to read out the sentences.

***Answers:***

2 achievement  3 revision
4 decide  5 congratulate

### 3 Put the sentences into the correct order

1. Ask the students what they think the boy in the picture is doing.
2. Students then complete the exercise by putting the advice into the correct order.
3. Invite different students to read out the sentences in order. Then ask *Do you think this is good advice?*



***Answers:***

a 6  b 3  c 4  d 2  e 5  f 1

### 4 Write an email giving advice about revision

1. Ask the students to read the prompts and elicit some ideas.
2. Students plan their writing. Remind them to use examples of *should* and *shouldn't*.
3. They should write their answer in their notebooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their emails with a partner to read and check the spelling and grammar.
4. Finally, invite different students to read out their emails for the class. Ask the class to vote for the best advice.

***Answers:***

Students' own answers. Answers should include *to*, *from* and *subject*.

## Assessment

### Speaking task

***Outcome: to congratulate someone's achievements***

Use SB page 9, exercise 4

Elicit some achievements and write them on the board. Ask each student to respond appropriately to three different achievements, either teacher—student or in pairs. Assess them on their accurate usage of the phrases for congratulating people.

### Reading task

***Outcome: to understand an article giving advice***

Use SB page 7, exercise 2 text

Write the following statements on the board:

**1 Sweets will give you energy when you are revising.**

**2 Walking helps you to remember things.**

**3 Getting plenty of sleep will help you remember things.**

**4 Revising doesn't need to be interesting.**

**5 Being nervous helps you think better in an exam.**

Students read the texts again and decide whether the statements are true or false.

### Writing task

***Outcome: to use*** should ***and*** shouldn't

Use SB page 8, exercise 3

Students choose three of the situations and write one *should* and one *shouldn't* sentence for each situation.

### Listening task

***Outcome: to understand advice***

Use the tapescript for SB page 10, exercise 2

Write the tapescript on the board, leaving blanks for all instances of *should*, *shouldn't* and *can*.

Play the recording for the students to complete the missing words.

# UNIT 12 Hobbies and crafts

**SB pages 12–16 WB pages 8–10**

## Objectives

**Grammar**
Indefinite article, definite article and no article
**Reading**
Reading about hobbies
**Listening**
Listening to a student talking about a hobby
**Speaking**
Describing a process
**Writing**
Writing instructions using linking words

## LESSON 1 SB page 12

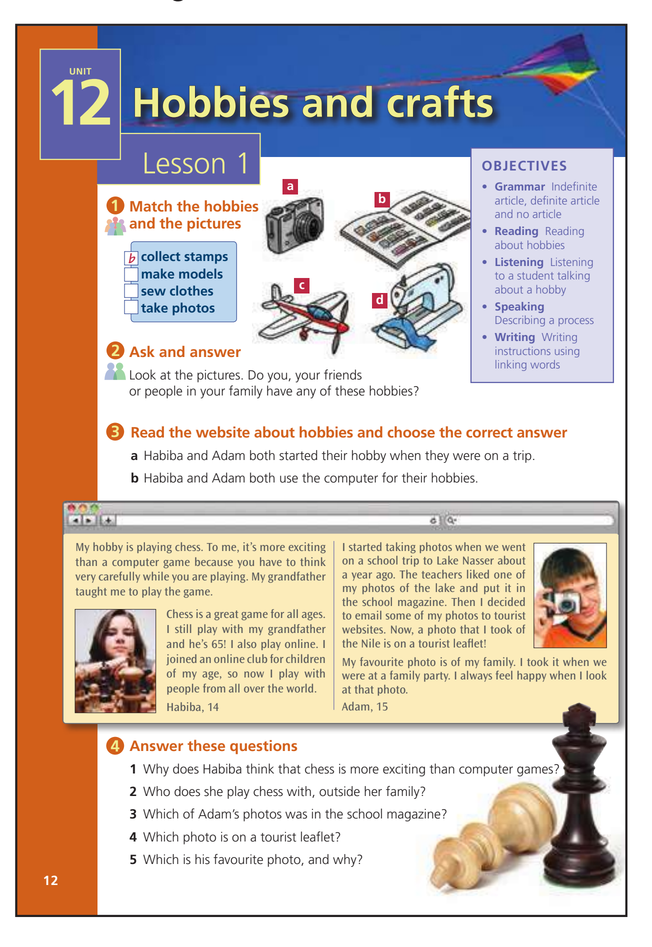
### Outcomes

- To ask and answer about hobbies
- To read a web page about hobbies and answer questions

**Before using the book:**

- Write **Hobbies and crafts** on the board and ask students to elicit the meaning of *crafts*.
- Divide the class into an even number of small groups. Ask half of the groups to write a list of crafts, and the other half to write a list of hobbies.
- Students make their lists. Stop them after a few minutes and ask each group to read out their list. Write their ideas on the board under the headings **hobbies** or **crafts**.
- Ask students to tell their partner about one hobby or craft they enjoy doing, and one hobby or craft which they don't like. Invite different students to tell the class about their partner.

SB Page 12



UNIT 12 Hobbies and crafts

Lesson 1

OBJECTIVES
- Grammar Indefinite article, definite article and no article
- Reading Reading about hobbies
- Listening Listening to a student talking about a hobby
- Speaking Describing a process
- Writing Writing instructions using linking words

1 Match the hobbies and the pictures

b collect stamps
make models
sew clothes
take photos

2 Ask and answer

Look at the pictures. Do you, your friends or people in your family have any of these hobbies?

3 Read the website about hobbies and choose the correct answer

a Habiba and Adam both started their hobby when they were on a trip.
b Habiba and Adam both use the computer for their hobbies.

My hobby is playing chess. To me, it's more exciting than a computer game because you have to think very carefully while you are playing. My grandfather taught me to play the game.

Chess is a great game for all ages. I still play with my grandfather and he's 65! I also play online. I joined an online club for children of my age, so now I play with people from all over the world.

Habiba, 14

I started taking photos when we went on a school trip to Lake Nasser about a year ago. The teachers liked one of my photos of the lake and put it in the school magazine. Then I decided to email some of my photos to tourist websites. Now, a photo that I took of the Nile is on a tourist leaflet!

My favourite photo is of my family. I took it when we were at a family party. I always feel happy when I look at that photo.

Adam, 15

4 Answer these questions

1 Why does Habiba think that chess is more exciting than computer games?
2 Who does she play chess with, outside her family?
3 Which of Adam's photos was in the school magazine?
4 Which photo is on a tourist leaflet?
5 Which is his favourite photo, and why?

12

### 1 Match the hobbies and the pictures

1. Draw attention to the Objectives box on page 12, which refers to the objectives of the unit, and explain in Arabic if necessary.
2. Ask the students to name the objects in the pictures (*a camera, b stamp collection, c model aeroplane, d sewing machine*).
3. Now divide the students into groups of three or four and ask them to match the verb phrases and pictures.
4. Check answers.

***Answers:***

| | |
|---|---|
| a take photos | b collect stamps |
| c make models | d sew clothes |

### 2 Ask and answer

1. Ask the students to discuss the question in their groups.
2. Discuss the hobbies as a whole class. If any of the students have these hobbies, ask what they like about them. If not, ask what they think people might enjoy about doing them.

**Answers:**

Students' own answers

### 3 Read the website about hobbies and choose the correct answer

1. Ask the students to look at the pictures and say what they think the people's hobbies are.
2. Then ask them to scan the text quickly to check their ideas (*Habiba likes playing chess and Adam likes taking photos*.).
3. The students then read the texts more carefully and choose the correct answer.
4. Check the answer as a class.

**Answers:**

b

### 4 Answer these questions

1. Ask the students to read the questions and find the answers in the text.
2. Ask them to compare their answers with a partner.
3. Invite different students to answer the questions and then read out the part of the text where they found the answer.
4. Ask the students whether there are any other words in the text they don't know and encourage them to try to work out the meaning from the context.
5. Ask whether any of the students play chess or enjoy other board or strategy games. Ask what they like/don't like about playing chess/board games.

**Answers:**

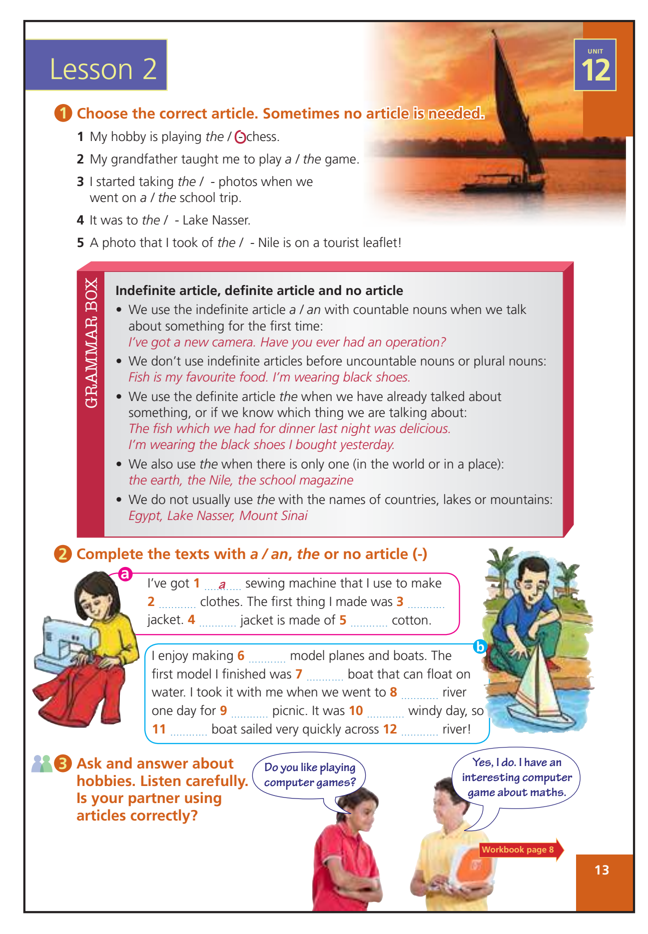
1. Because you have to think very carefully while you are playing.
2. She plays with people from all over the world, online.
3. a photo of Lake Nasser
4. a photo of the Nile
5. It is a photo of his family because he always feels happy when he looks at it.

## LESSON 2 SB page 13 WB page 8

### Outcomes

- To use indefinite, definite or no article
- To ask and answer about hobbies

### SB Page 13



Lesson 2

UNIT 12

**1 Choose the correct article. Sometimes no article is needed.**

1 My hobby is playing *the* / (-) chess.
2 My grandfather taught me to play *a* / *the* game.
3 I started taking *the* / - photos when we went on *a* / *the* school trip.
4 It was to *the* / - Lake Nasser.
5 A photo that I took of *the* / - Nile is on a tourist leaflet!

GRAMMAR BOX

**Indefinite article, definite article and no article**

- We use the indefinite article *a* / *an* with countable nouns when we talk about something for the first time: *I've got a new camera. Have you ever had an operation?*
- We don't use indefinite articles before uncountable nouns or plural nouns: *Fish is my favourite food. I'm wearing black shoes.*
- We use the definite article *the* when we have already talked about something, or if we know which thing we are talking about: *The fish which we had for dinner last night was delicious. I'm wearing the black shoes I bought yesterday.*
- We also use *the* when there is only one (in the world or in a place): *the earth, the Nile, the school magazine*
- We do not usually use *the* with the names of countries, lakes or mountains: *Egypt, Lake Nasser, Mount Sinai*

**2 Complete the texts with *a / an*, *the* or no article (-)**

a I've got 1 ...*a*... sewing machine that I use to make 2 ........ clothes. The first thing I made was 3 ........ jacket. 4 ........ jacket is made of 5 ........ cotton.

b I enjoy making 6 ........ model planes and boats. The first model I finished was 7 ........ boat that can float on water. I took it with me when we went to 8 ........ river one day for 9 ........ picnic. It was 10 ........ windy day, so 11 ........ boat sailed very quickly across 12 ........ river!

**3 Ask and answer about hobbies. Listen carefully. Is your partner using articles correctly?**



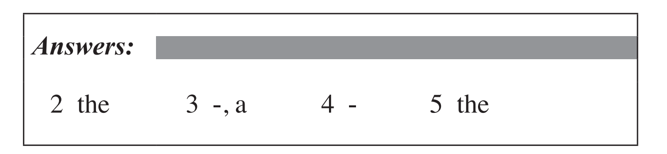
Workbook page 8

13

### 1 Choose the correct article. Sometimes no article is needed.

1. Ask the students to look at the example. Ask what they think the rule might be (*We don't use an article with games or hobbies if they are uncountable nouns*.).
2. Tell them to copy the rest of the sentences into their notebooks and choose the option they think is correct.
3. Check answers. Then ask the students to work in small groups to discuss what they think the rule is for each sentence.
4. Invite the students to share their ideas, and then refer them to the Grammar box to check.

5 Finally, ask them to find an example of each rule in sentences 1–5 (*rule 1 = a school trip; rule 2 = chess, photos; rule 3 = the game (referring to chess); rule 4 = the Nile; rule 5 = Lake Nasser*).
6 Ask the students to work in their groups to think of two more examples for each rule. Invite them to share their ideas, and ask the rest of the class to say whether they agree or not.



***Answers:***

2 the 3 -, a 4 - 5 the

### 2 Complete the texts with *a/an, the* or no article (-)

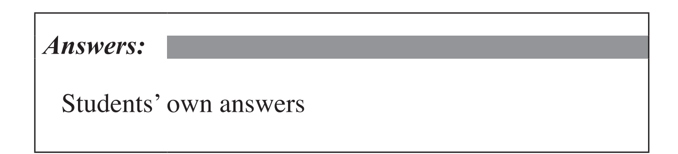
1 Ask the students what the people in the pictures are doing (*sewing* and *playing with a model boat*).
2 Ask the students to look at the example and elicit why the indefinite article is used (*because* sewing machine *is a countable noun which we are hearing about for the first time*).
3 Ask the students to work in pairs to complete the text. Ask them to think carefully about which rule to apply. Remind them to use the Grammar box to help them decide.
4 Check the answers as a class. Ask students to explain which rule is applied in each case.

***Answers:***

| | | | |
|---|---|---|---|
| 2 - | 3 a | 4 The | 5 - |
| 6 - | 7 a | 8 a | 9 a |
| 10 a | 11 the | 12 the | |

### 3 Ask and answer about hobbies. Listen carefully. Is your partner using articles correctly?

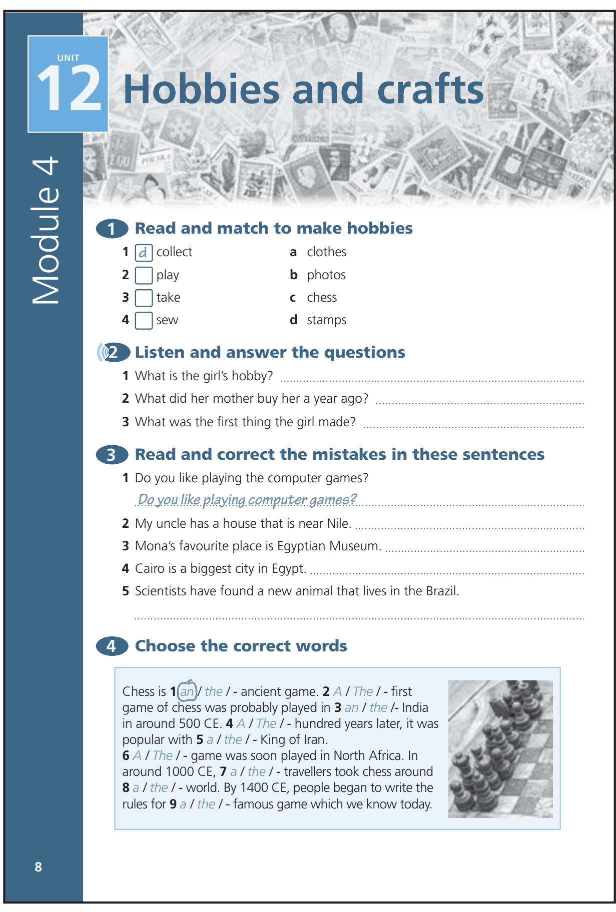
1 Ask the students to read the example question and answer in the speech bubbles.
2 Ask them to think of three hobbies or crafts to ask their partner about.
3 Students work in pairs to ask and answer their questions. Ask them to listen and check whether their partner is using articles correctly. Go round and monitor, helping where necessary.
4 Invite different pairs of students to ask and answer questions for the rest of the class to listen and check their use of articles.



***Answers:***

Students' own answers

### ✎ WB Page 8



Module 4

UNIT 12 Hobbies and crafts

**1 Read and match to make hobbies**

1 d collect a clothes
2 play b photos
3 take c chess
4 sew d stamps

**2 Listen and answer the questions**

1 What is the girl's hobby? ..........
2 What did her mother buy her a year ago? ..........
3 What was the first thing the girl made? ..........

**3 Read and correct the mistakes in these sentences**

1 Do you like playing the computer games?
*Do you like playing computer games?*
2 My uncle has a house that is near Nile. ..........
3 Mona's favourite place is Egyptian Museum. ..........
4 Cairo is a biggest city in Egypt. ..........
5 Scientists have found a new animal that lives in the Brazil.
..........

**4 Choose the correct words**

Chess is 1 (an) / the / - ancient game. 2 A / The / - first game of chess was probably played in 3 an / the /- India in around 500 CE. 4 A / The / - hundred years later, it was popular with 5 a / the / - King of Iran. 6 A / The / - game was soon played in North Africa. In around 1000 CE, 7 a / the / - travellers took chess around 8 a / the / - world. By 1400 CE, people began to write the rules for 9 a / the / - famous game which we know today.

8

### 1 Read and match to make hobbies

1 Elicit the hobbies that the students have learned about in the lesson.
2 The students then complete the exercise individually and then check their answers in pairs.
3 Check the answers as a whole class.

***Answers:***

2 c 3 b 4 a

### 2 Listen and answer the questions

1 Ask the students to read the questions before you play the recording.
2 Play the recording twice and ask students to answer the questions.
3 Let them compare their answers with a partner before you check the answers with the whole class.

**Tapescript**

*Girl:* *My hobby is sewing clothes. My mother bought me a sewing machine last year. The first thing I made was a hat for my brother.*

***Answers:***

a sewing clothes b a sewing machine
c a hat for her brother

### 3 Read and correct the mistakes in these sentences

1. With books closed, write sentence 1 on the board and ask the students to say what is wrong with it. Then ask them to open their books, read the example answer in exercise 3 and check whether they were correct.
2. The students complete the exercise in pairs. Then invite different students to read out the corrected sentences.

***Answers:***

2 My uncle has a house that is near the Nile.
3 Mona's favourite place is the Egyptian Museum.
4 Cairo is the biggest city in Egypt.
5 Scientists have found a new animal that lives in Brazil.

### 4 Choose the correct words

1. Ask the students what they know about the game of chess. Tell them that they are going to find out more about it.
2. Refer students to the text. Ask why *an* is circled in the first sentence (*because 'game' is a countable noun and this is the first time it is mentioned in the text. We use* an *before* ancient *because* ancient *starts with a vowel sound*.). Then ask them to work in pairs to complete the exercise.
3. Check the answers as a whole class.

***Answers:***

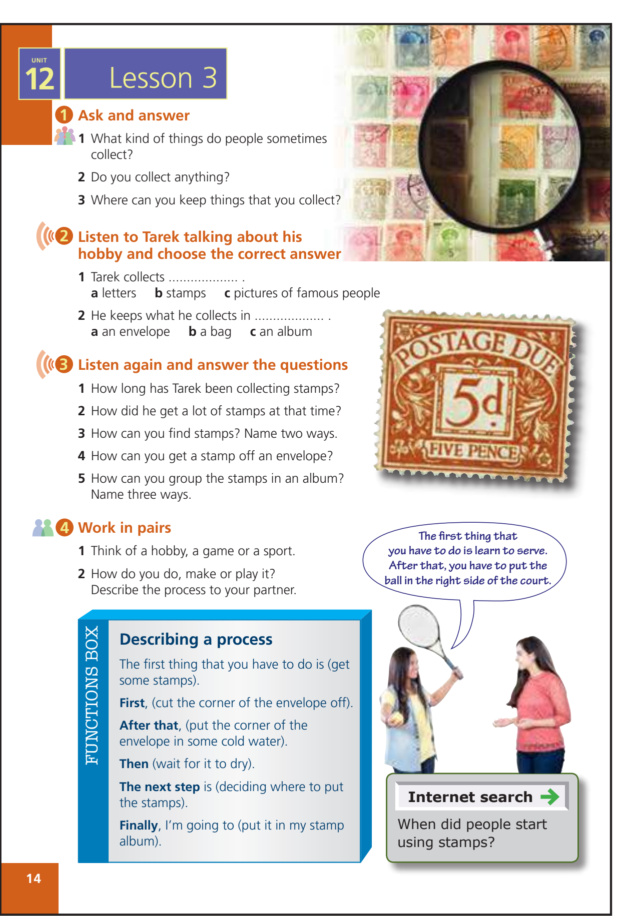
| | | | |
|---|---|---|---|
| 2 The | 3 - | 4 A | 5 the |
| 6 The | 7 - | 8 the | 9 the |

## LESSON 3 SB page 14

### Outcomes

- To talk about collecting things
- To listen to Tarek talking about his hobby
- To describe a process
- To carry out an internet search about the use of stamps

### SB Page 14



UNIT 12 Lesson 3

**1 Ask and answer**

1 What kind of things do people sometimes collect?
2 Do you collect anything?
3 Where can you keep things that you collect?

**2 Listen to Tarek talking about his hobby and choose the correct answer**

1 Tarek collects .................. .
a letters b stamps c pictures of famous people
2 He keeps what he collects in .................. .
a an envelope b a bag c an album

**3 Listen again and answer the questions**

1 How long has Tarek been collecting stamps?
2 How did he get a lot of stamps at that time?
3 How can you find stamps? Name two ways.
4 How can you get a stamp off an envelope?
5 How can you group the stamps in an album? Name three ways.

**4 Work in pairs**

1 Think of a hobby, a game or a sport.
2 How do you do, make or play it? Describe the process to your partner.



FUNCTIONS BOX

**Describing a process**

The first thing that you have to do is (get some stamps).
**First**, (cut the corner of the envelope off).
**After that**, (put the corner of the envelope in some cold water).
**Then** (wait for it to dry).
**The next step** is (deciding where to put the stamps).
**Finally**, I'm going to (put it in my stamp album).

**Internet search**
When did people start using stamps?

14

### 1 Ask and answer

1. Ask the students to look at the picture and ask what they think it shows (*a collection of stamps and a magnifying glass*). Ask *Why is the magnifying glass needed?* (*to look closely at the detail of the stamps*).
2. Put the students into small groups to discuss the questions. Go round and monitor, helping where necessary.
3. Invite different groups to talk about what they discussed. Then ask why they think people enjoy collecting things.

***Suggested answers:***

1 coins, stamps, toys, magazines, books
2 Students' own answers
3 in an album, in a cupboard, in your room, etc.

**2 Listen to Tarek talking about his hobby and choose the correct answer**

**1** Ask the students what they think Tarek's hobby might be. Do not confirm their answers at this point. Tell them that they are going to listen and find out.

**2** Ask the students to read the questions and prepare to listen.

**3** Play the recording and then check the answers as a whole class.

Tapescript

Tarek: *I've been collecting stamps for eight years. Eight years ago, my uncle was travelling around the world for his job. He wrote us lots of letters, and I loved looking at the stamps. At that time, I didn't know how many different countries there were in the world!*

*It's an easy hobby to start. The first thing that you have to do is get some stamps! I usually find them on letters people write to me, my friends and family, but there are also some shops that sell stamps.*

*If you see an interesting stamp on an envelope, first cut the corner of the envelope off very carefully.*

*After that, put the corner of the envelope with the stamp on it in some cold water. After ten minutes, take the stamp off the paper carefully, then wait for it to dry.*

*Some people group their stamps by subject, for example stamps with animals on them or famous people, etc. Some people group them by colour. But I prefer grouping them by country.*

*The next step is deciding where to put the stamps. Look at this interesting stamp. It's one hundred years old and it's from England! Finally, I'm going to put it in my stamp album.*

***Answers:***

1 b 2 c

**3 Listen again and answer the questions**

**1** Ask the students to read the questions and ask them what they remember from Tarek's talk.

**2** Then play the recording for them to listen and answer the questions.

**3** Check the answers as a whole class and play the recording again if necessary.

**4** Ask students whether they think Tarek's hobby sounds interesting and whether they'd like to try it. If there are any students in the group who collect stamps, ask them to compare what they do with what Tarek does.

***Answers:***

1 He has been collecting stamps for eight years.
2 His uncle wrote lots of letters to the family.
3 You can find them on letters or from shops that sell stamps.
4 You cut the corner of the envelope off carefully and put it in cold water. After ten minutes, you can take the stamp off.
5 You can group them by subject, by colour or by country.

**4 Work in pairs**

**1** Ask the students to look at the picture and say what they think the students are playing. Then ask them to call out some hobbies, games or sports and write two or three examples on the board.

**2** Ask confident students to explain what the hobby entails, or how to play the game or do the sport.

**3** Then ask them to read the Functions box and the example in the speech bubble.

**4** The students then choose a hobby, game or sport that they know well and describe it to their partner, using the phrases in the Functions box. Go round and monitor, helping where necessary.

**5** Invite different students to describe a process for the rest of the class to guess which hobby, game or sport they are talking about.

***Answers:***

Students' own answers

## Internet search

1. Ask the students to read the Internet search box. Ask them to discuss the question in pairs. Then invite them to share their ideas.
2. Tell them that they are going to do an internet search to find out the answer to the question.
3. Ask students to report back their findings to the rest of the class. Ask what else they found out about stamps while they were doing their research.

## LESSON 4 SB page 15 WB page 9

### Outcomes

- To read a text about Egyptian weaving and answer questions
- To use critical thinking skills to discuss traditional crafts

### SB Page 15

Lesson 4

UNIT 12

THE WISSA WASSEF ART CENTRE

EYE ON EGYPT

**Egyptian weaving is very famous all over the world. The Wissa Wassef Art Centre is in the village of Harraniyya, near Cairo. It teaches children to design and weave carpets and tapestries.**

- A man called Ramses Wissa Wassef started the centre in the 1950s, with his wife Sophie. Ramses wanted people to learn the traditional Egyptian **craft** of weaving so that they could produce beautiful tapestries.
- The first students were twelve boys and girls. The colours for the wool came from natural **dyes**. They made these from trees.
- There is a museum at the centre where you can see many of the first tapestries that the centre produced. Some of the tapestries are also in museums in other countries.
- Although these first **weavers** are now grandparents, some of them are still weaving at the centre, with a new group of children.

**1 Which of the words in red in the text mean the following?**

1 pictures or designs that are made by weaving *tapestries*
2 things that change the colour of a material ..........
3 people who make carpets or tapestries from wool ..........
4 an activity in which you make something by hand ..........

**2 Answer these questions**

1 Why did Ramses Wissa Wassef start the centre?
2 Who were the first students?
3 How did they produce different colours for the wool?
4 What can you see at the museum?
5 What are the older weavers still doing at the centre?

**3 CRITICAL THINKING**

1 Do you think machines can make crafts better than human hands?
2 Do you think we need traditional crafts if machines can make them? Why? / Why not?
3 Why is it important for some people to learn traditional crafts?

Workbook page 9

15

### 1 Which of the words in red in the text mean the following?

1. Ask the students to look at the title of the text and the pictures. Ask if they know anything about the Wissa Wassef Art Centre. Ask what they think the pictures show. Tell them that they are going to read and find out.
2. Ask them to read the introductory paragraph. Ask *Do you have Egyptian carpets in your home? What are they like?*
3. Then ask them to read the rest of the text. Ask *Would you like to visit the centre? Would you like to make a carpet?*
4. Ask the students to look at exercise 1 and read the first definition. Point out the words in red in the text and explain that they have to match the rest of the definitions with the words. Remind them to read the context carefully to help them decide.
5. Check answers.

***Answers:***

2 dyes   3 weavers   4 craft

### 2 Answer these questions

1. Ask the students to read the questions and discuss them in pairs before reading the text again.
2. They then read the text carefully to check their answers. Remind them not to worry about any words they don't know at this point.
3. Check answers as a class.
4. Ask what colours can be made from natural dyes (*most colours*).

***Answers:***

1 He wanted people to learn the traditional Egyptian craft of weaving so they could produce beautiful tapestries.
2 They were twelve boys and girls.
3 They used natural dyes from trees.
4 You can see many of the first tapestries that were made at the centre.
5 They are still weaving with a new group of children.

## 3 Critical thinking

**1** Ask the students to read the questions in the Critical thinking box. Divide them into small groups to discuss them.

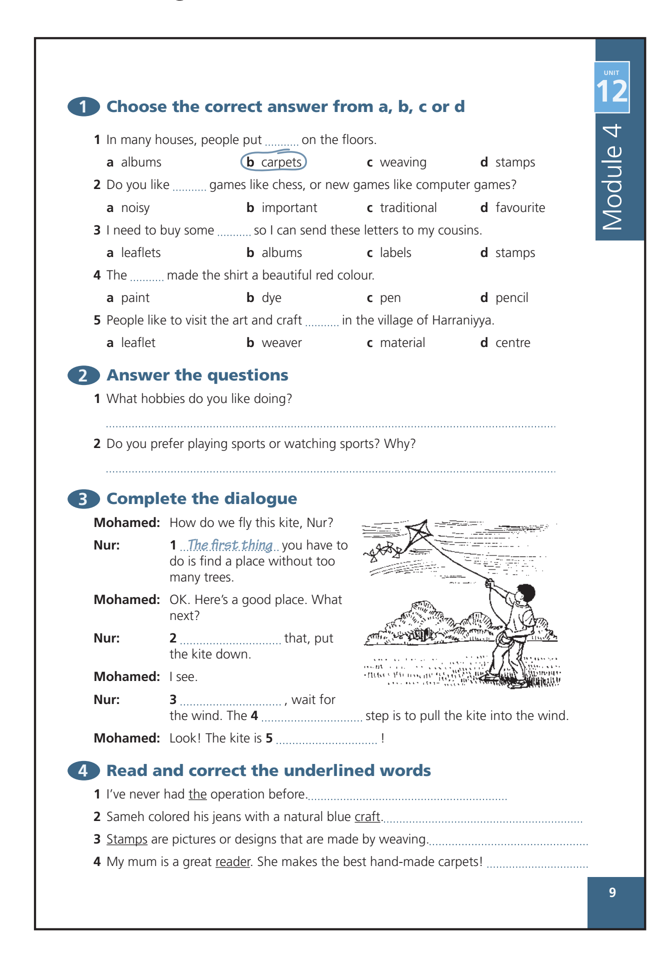
**2** Go round and monitor, helping where necessary.

**3** Invite the groups to share their ideas and have a short class discussion about the importance of traditional crafts. Ask the students whether they do any traditional crafts or what they would like to try. Ask which other places they know about where they could try traditional crafts.

***Answers:***

1 Students' own answers
2 Suggested: It is important to continue traditional crafts because they are part of our culture.
3 Students' own answers

## ✎ WB Page 9



UNIT 12
Module 4

**1 Choose the correct answer from a, b, c or d**

1 In many houses, people put .......... on the floors.
a albums b carpets c weaving d stamps
2 Do you like .......... games like chess, or new games like computer games?
a noisy b important c traditional d favourite
3 I need to buy some .......... so I can send these letters to my cousins.
a leaflets b albums c labels d stamps
4 The .......... made the shirt a beautiful red colour.
a paint b dye c pen d pencil
5 People like to visit the art and craft .......... in the village of Harraniyya.
a leaflet b weaver c material d centre

**2 Answer the questions**

1 What hobbies do you like doing?
..........
2 Do you prefer playing sports or watching sports? Why?
..........

**3 Complete the dialogue**

**Mohamed:** How do we fly this kite, Nur?
**Nur:** 1 The first thing you have to do is find a place without too many trees.
**Mohamed:** OK. Here's a good place. What next?
**Nur:** 2 .......... that, put the kite down.
**Mohamed:** I see.
**Nur:** 3 .........., wait for the wind. The 4 .......... step is to pull the kite into the wind.
**Mohamed:** Look! The kite is 5 .......... !

**4 Read and correct the underlined words**

1 I've never had the operation before. ..........
2 Sameh colored his jeans with a natural blue craft. ..........
3 Stamps are pictures or designs that are made by weaving. ..........
4 My mum is a great reader. She makes the best hand-made carpets! ..........

9

## 1 Choose the correct answer from a, b, c or d

**1** Ask the students to call out any of the new words they have learned in the lesson.

**2** Then ask them to look at the example and complete the rest of the exercise in the same way, choosing the correct answer.

**3** Check the answers as a whole class.

***Answers:***

2 c 3 d 4 b 5 d

## 2 Answer the questions

**1** Ask the students to read the questions and invite them to answer orally.

**2** The students then write their answers before comparing them with a partner.

**3** Invite different students to read out their answers.

***Answers:***

Students' own answers

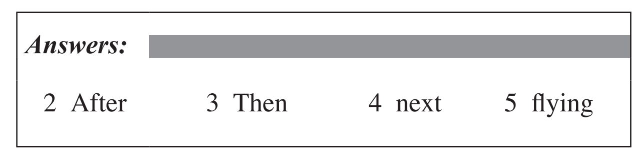
## 3 Complete the dialogue

**1** Elicit phrases for sequencing events, used to describe a process (e.g., *first, then,* etc.).

**2** Ask the students to look at the picture and elicit the process of flying a kite.

**3** The students then complete the sentences.

**4** Check answers as a class.



***Answers:***

2 After 3 Then 4 next 5 flying

## 4 Read and correct the underlined words

**1** Read the first sentence with the students and ask them why *the* is incorrect here (Operation *is countable and singular, and we are talking about it for the first time, so we need the indefinite article* an.).

**2** Ask students to work alone to correct the other sentences.

**3** Have them compare their answers with a partner before checking the answers as a class.

***Answers:***

2 dye 3 Tapestries 4 weaver

**REVIEW** SB page 16 WB page 10

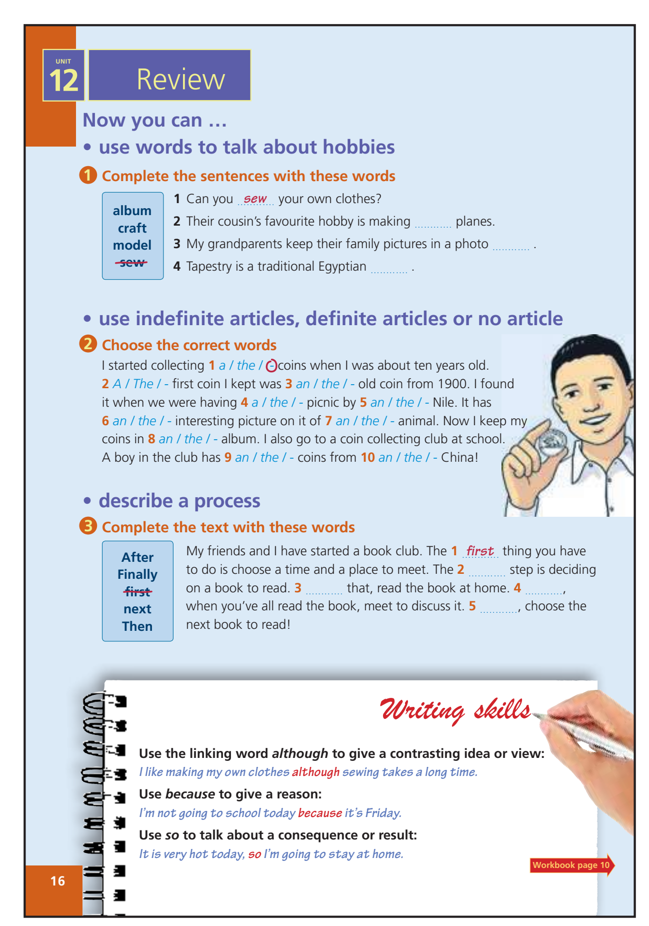
## Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using articles
- To practise using sequencing words
- To practise using linking words *although*, *because* and *so*

### Before using the book:

- Write **Hobbies and crafts** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

### SB Page 16



UNIT 12 Review

Now you can …

- use words to talk about hobbies

1 Complete the sentences with these words

album / craft / model / ~~sew~~

1 Can you *sew* your own clothes?
2 Their cousin's favourite hobby is making ........ planes.
3 My grandparents keep their family pictures in a photo ........ .
4 Tapestry is a traditional Egyptian ........ .

- use indefinite articles, definite articles or no article

2 Choose the correct words

I started collecting 1 a / the / (-) coins when I was about ten years old. 2 A / The / - first coin I kept was 3 an / the / - old coin from 1900. I found it when we were having 4 a / the / - picnic by 5 an / the / - Nile. It has 6 an / the / - interesting picture on it of 7 an / the / - animal. Now I keep my coins in 8 an / the / - album. I also go to a coin collecting club at school. A boy in the club has 9 an / the / - coins from 10 an / the / - China!

- describe a process

3 Complete the text with these words

After / Finally / ~~first~~ / next / Then

My friends and I have started a book club. The 1 *first* thing you have to do is choose a time and a place to meet. The 2 ........ step is deciding on a book to read. 3 ........ that, read the book at home. 4 ........, when you've all read the book, meet to discuss it. 5 ........, choose the next book to read!

Writing skills

Use the linking word *although* to give a contrasting idea or view:
*I like making my own clothes although sewing takes a long time.*
Use *because* to give a reason:
*I'm not going to school today because it's Friday.*
Use *so* to talk about a consequence or result:
*It is very hot today, so I'm going to stay at home.*

16

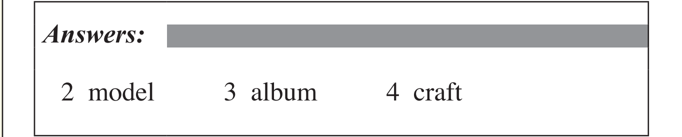
Workbook page 10

### 1 Complete the sentences with these words

1 Elicit the words connected with hobbies and crafts that the students have studied in the unit. Then ask the students to provide definitions for the words in the box.

2 Students then complete each sentence with a word from the box.

3 Invite different students to read out the completed sentences.



***Answers:***

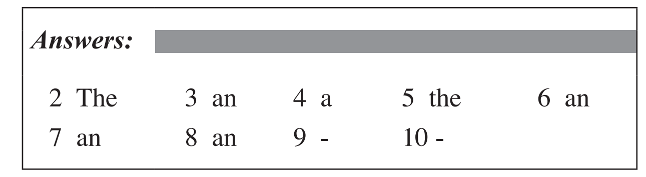
2 model 3 album 4 craft

### 2 Choose the correct words

1 Elicit the rules for using the definite, indefinite or no article. Ask the students to provide some example phrases or sentences.

2 Then ask them to look at the example and ask a confident student to explain why no article is the correct answer (*because* coins *is a plural noun and it's not talking about particular coins*).

3 The students complete the exercise individually and check their answers in pairs. Then check the answers as a whole class.



***Answers:***

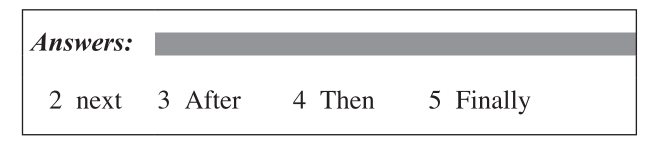
2 The 3 an 4 a 5 the 6 an
7 an 8 an 9 - 10 -

### 3 Complete the text with these words

1 Elicit the sequencing words which can be used to describe a process.

2 The students then complete the text using the words in the box.

3 Check the answers as a whole class.



***Answers:***

2 next 3 After 4 Then 5 Finally

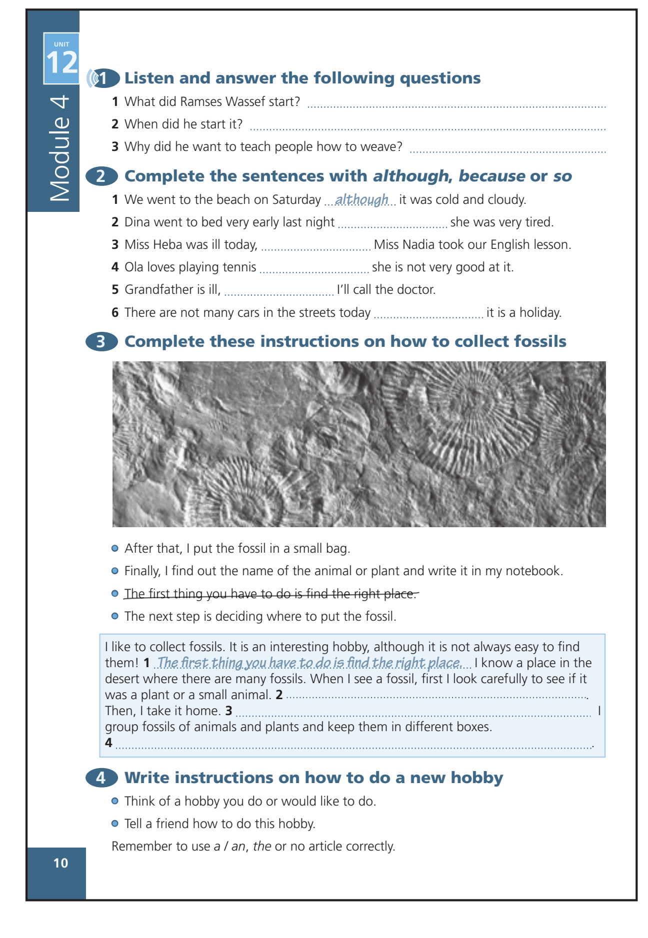
### Writing skills

1 Write the three example sentences on the board, leaving a space for the linking words. Ask the students to suggest words which might fit in the spaces.

2 Then ask them to read the Writing skills box and check their ideas.

3 Then ask them to offer further examples of sentences using *although*, *because* and *so*.

## ✎ WB Page 10



Module 4

UNIT 12

**1 Listen and answer the following questions**

1 What did Ramses Wassef start? ..........

2 When did he start it? ..........

3 Why did he want to teach people how to weave? ..........

**2 Complete the sentences with *although*, *because* or *so***

1 We went to the beach on Saturday ...*although*... it was cold and cloudy.

2 Dina went to bed very early last night .......... she was very tired.

3 Miss Heba was ill today, .......... Miss Nadia took our English lesson.

4 Ola loves playing tennis .......... she is not very good at it.

5 Grandfather is ill, .......... I'll call the doctor.

6 There are not many cars in the streets today .......... it is a holiday.

**3 Complete these instructions on how to collect fossils**

- After that, I put the fossil in a small bag.
- Finally, I find out the name of the animal or plant and write it in my notebook.
- ~~The first thing you have to do is find the right place.~~
- The next step is deciding where to put the fossil.

I like to collect fossils. It is an interesting hobby, although it is not always easy to find them! **1** ...*The first thing you have to do is find the right place.*... I know a place in the desert where there are many fossils. When I see a fossil, first I look carefully to see if it was a plant or a small animal. **2** .......... . Then, I take it home. **3** .......... I group fossils of animals and plants and keep them in different boxes. **4** .......... .

**4 Write instructions on how to do a new hobby**

- Think of a hobby you do or would like to do.
- Tell a friend how to do this hobby.

Remember to use *a / an*, *the* or no article correctly.

10

### 1 Listen and answer the following questions

1. Ask students to read the questions before you play the recording.
2. Play the recording once and ask them to write the answers.
3. Play the recording again and ask them to check their answers. Then check the answers with the class.

**Tapescript**

*Ramses Wassef started the Wissa Wassef Art Centre in the 1950s. He wanted people to learn how to weave so that they could make beautiful tapestries.*

***Answers:***

1 the Wissa Wassef Art Centre
2 in the 1950s
3 so they could make beautiful tapestries

### 2 Complete the sentences with *although*, *because* or *so*

1. Elicit the uses of *although*, *because* and *so*.
2. Then ask students to read the example and ask them to complete the rest of the sentences using one of the linking words.
3. Check the answers as a whole class.

***Answers:***

| | | |
|---|---|---|
| 2 because | 3 so | 4 although |
| 5 so | 6 because | |

### 3 Complete these instructions on how to collect fossils

1. Ask the students to look at the picture and ask *What is it?* (*fossils*).
2. Tell the students that they are going to read a text about collecting fossils. Ask them to read the first two sentences and complete the rest of the text with the missing sentences.
3. Check answers as a whole class.

***Answers:***

2 After that, I put the fossil in a small bag.
3 The next step is deciding where to put the fossil.
4 Finally, I find out the name of the animal or plant and write it in my notebook.

### 4 Write instructions on how to do a new hobby

1. Tell the students that they are going to write a paragraph like the one in exercise 3.
2. Ask them to read the points and plan what they are going to write.
3. They should write their answer in their notebooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their paragraphs with a partner to read and check the spelling and grammar.
4. Finally, invite different students to read out their paragraphs for the class.

***Answers:***

Students' own answers

## A s s e s s m e n t

### Speaking task

***Outcome: to describe a process***

Use SB page 14, exercise 4

On the board, write some ideas of simple processes for the students to describe (for example, making tea to drink, doing homework, getting up in the morning, having breakfast and so on).

Students choose one of the processes and describe it. Assess them on their use of phrases for describing the process.

### Reading task

***Outcome: to understand a text about hobbies***

Use SB page 12, exercise 3 texts

Write the following statements on the board:

**1 Habiba prefers playing computer games to chess.**

**2 Habiba's grandfather plays chess online with her.**

**3 Habiba plays chess with people in different countries.**

**4 Adam went to visit Lake Nasser with his family.**

**5 Tourists can see Adam's photo of the Nile.**

Students read the texts again and decide whether the statements are true or false.

### Writing task

***Outcome: to use the definite, indefinite or no article***

Use SB page 12, exercise 1

Students choose one of the hobbies from exercise 1 and write three sentences about it, using one example each of the definite, indefinite and no article.

### Listening task

***Outcome: to use the definite, indefinite or no article***

Use the tapescript for SB page 14, exercises 2 and 3

Using the tapescript, read out five sentences from Tarek's talk which contain examples of the definite, indefinite or no article. Replace the article in each case with a 'bleep' sound, for the students to choose the correct article.

# REVIEW D SB pages 17-18 WB pages 11-14

## LESSON 1 SB page 17

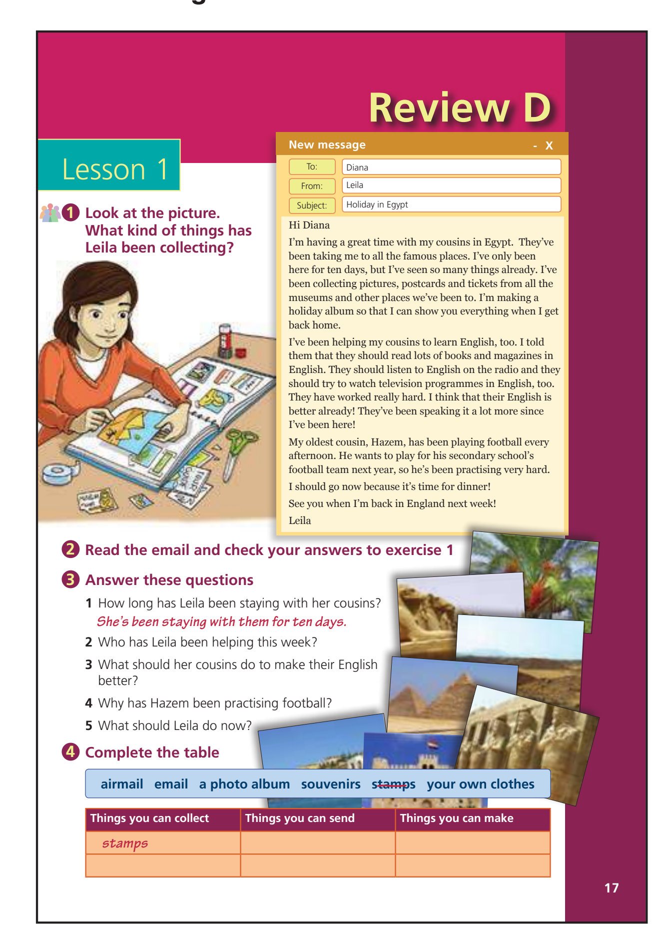
### Outcomes

• To review and practise the vocabulary and structures of Units 10–12

### Before using the book:

- Ask the students what the themes of Module 4 were (*work, asking about time and duration, people we admire, doing well, congratulating people, hobbies and crafts, and describing a process*). Ask what they enjoyed learning about most, and why.
- Elicit the grammar points they have practised (*the present perfect continuous*, should *and* shouldn't *for advice*, *articles*) and any of the rules that they remember.

### SB Page 17



Review D

Lesson 1

1 Look at the picture. What kind of things has Leila been collecting?

New message

To: Diana
From: Leila
Subject: Holiday in Egypt

Hi Diana

I'm having a great time with my cousins in Egypt. They've been taking me to all the famous places. I've only been here for ten days, but I've seen so many things already. I've been collecting pictures, postcards and tickets from all the museums and other places we've been to. I'm making a holiday album so that I can show you everything when I get back home.

I've been helping my cousins to learn English, too. I told them that they should read lots of books and magazines in English. They should listen to English on the radio and they should try to watch television programmes in English, too. They have worked really hard. I think that their English is better already! They've been speaking it a lot more since I've been here!

My oldest cousin, Hazem, has been playing football every afternoon. He wants to play for his secondary school's football team next year, so he's been practising very hard.

I should go now because it's time for dinner!

See you when I'm back in England next week!

Leila

2 Read the email and check your answers to exercise 1

3 Answer these questions

1 How long has Leila been staying with her cousins?
*She's been staying with them for ten days.*
2 Who has Leila been helping this week?
3 What should her cousins do to make their English better?
4 Why has Hazem been practising football?
5 What should Leila do now?

4 Complete the table

airmail email a photo album souvenirs ~~stamps~~ your own clothes

| Things you can collect | Things you can send | Things you can make |
|---|---|---|
| *stamps* | | |
| | | |

17

### 1 Look at the picture. What kind of things has Leila been collecting?

1 Tell the students that they are going to review and consolidate what they have learned in Module 4 in Review D.
2 Ask them to look at the picture of Leila and discuss in pairs what she has been collecting.
3 Invite students to share their ideas but do not confirm them at this point.

### 2 Read the email and check your answers to exercise 1

1 Ask the students to read the email.
2 Invite different students to give their answers to excercise 1 and read out the relevant part of the text.
3 Find out whether anyone in the class has travelled abroad and where they have been.

***Answers:***

She has been collecting pictures, postcards and tickets from all the museums and other places she has been to.

### 3 Answer these questions

1 Ask the students to cover the email and read the questions. Read each one aloud and have students call out the answers from memory.
2 Students then read the email again and answer the questions. Ask them to check their answers with a partner.
3 Ask different students to give their answers, identifying the part of the text where they found the relevant information.

***Answers:***

2 She has been helping her cousins to learn English.
3 They should read lots of books and magazines in English. They should listen to English on the radio and watch television programmes in English.
4 Because he wants to play for his secondary school's football team next year.
5 She should go because it's time for dinner.

### 4 Complete the table

1 Ask the students to look at the pictures and identify the scenes in Egypt.

2 Then ask them to look at the words in the box and elicit pronunciation and definitions. Ask them to read the example in the table.
3 Students complete the task individually.
4 Check the answers as a class. Elicit further examples from the class (e.g. *shells*, *postcards*).

***Answers:***

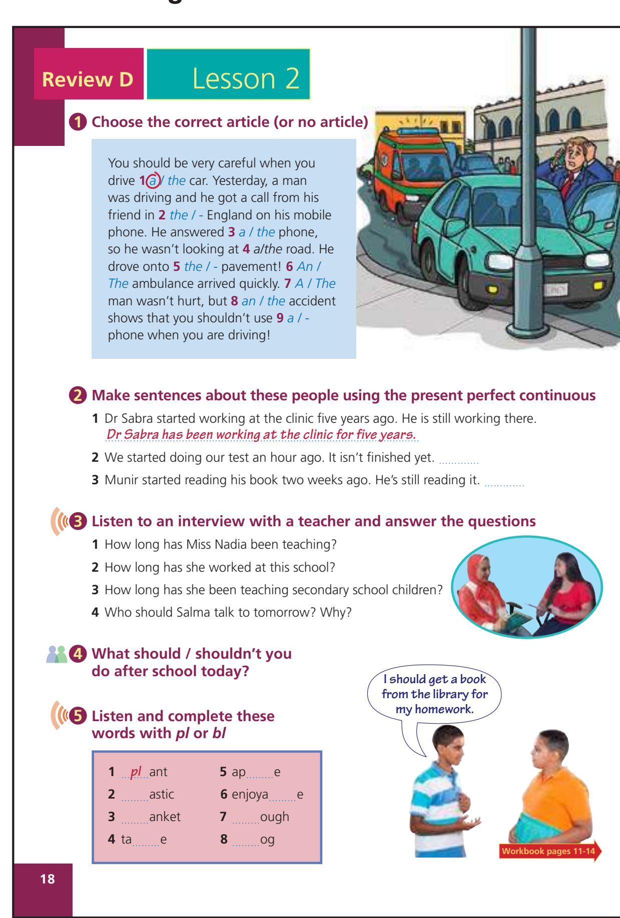
Things you can collect: stamps, souvenirs
Things you can send: airmail, email
Things you can make: a photo album, your own clothes

## LESSON 2 SB page 18

### Outcomes

• To review and practise the vocabulary and structures of Units 10–12

### SB Page 18



Review D Lesson 2

1 Choose the correct article (or no article)

You should be very careful when you drive 1 a / the car. Yesterday, a man was driving and he got a call from his friend in 2 the / - England on his mobile phone. He answered 3 a / the phone, so he wasn't looking at 4 a/the road. He drove onto 5 the / - pavement! 6 An / The ambulance arrived quickly. 7 A / The man wasn't hurt, but 8 an / the accident shows that you shouldn't use 9 a / - phone when you are driving!

2 Make sentences about these people using the present perfect continuous

1 Dr Sabra started working at the clinic five years ago. He is still working there.
*Dr Sabra has been working at the clinic for five years.*
2 We started doing our test an hour ago. It isn't finished yet. ............
3 Munir started reading his book two weeks ago. He's still reading it. ............

3 Listen to an interview with a teacher and answer the questions

1 How long has Miss Nadia been teaching?
2 How long has she worked at this school?
3 How long has she been teaching secondary school children?
4 Who should Salma talk to tomorrow? Why?

4 What should / shouldn't you do after school today?



5 Listen and complete these words with *pl* or *bl*

| | |
|---|---|
| 1 *pl* ant | 5 ap......e |
| 2 ......astic | 6 enjoya......e |
| 3 ......anket | 7 ......ough |
| 4 ta......e | 8 ......og |

18

Workbook pages 11-14

### 1 Choose the correct article (or no article)

1 Ask the students to look at the picture and say what they think has happened. Then ask them to read the text to check their ideas.
2 Ask the students what they remember about using articles.
3 The students complete the task in pairs. Go round and monitor while they are working.
4 Check the answers as a whole class.

***Answers:***

| | | | |
|---|---|---|---|
| 2 - | 3 the | 4 the | 5 the |
| 6 An | 7 The | 8 the | 9 a |

### 2 Make sentences about these people using the present perfect continuous

1 Elicit what the students remember about the form and use of the present perfect continuous (have/has (not) + been + *verb* -ing; *it is used to talk about actions that started in the past and continue until the present, and actions that started in the past and have present results*).
2 Ask the students to look at the example. They then complete the exercise in pairs.
3 Check the answers as a whole class.

***Answers:***

2 We have been doing our test for an hour.
3 Munir has been reading his book for two weeks.

### 3 Listen to an interview with a teacher and answer the questions

1 Tell the students that they are going to listen to an interview between Salma and a teacher.
2 Ask the students to read the questions. Then play the recording while they listen and answer them.
3 Ask the students to check their answers with a partner. Check the answers as a whole class, and play the recording again if necessary to confirm.

**Tapescript**

| | |
|---|---|
| *Salma:* | *Miss Nadia, I'm doing a survey about people's jobs. Do you mind if I ask you some questions?* |
| *Miss Nadia:* | *What would you like to know, Salma?* |
| *Salma:* | *Could you tell me whether you enjoy your job?* |
| *Miss Nadia:* | *Oh yes, I love teaching.* |
| *Salma:* | *How long have you been teaching?* |
| *Miss Nadia:* | *I've been teaching for about 15 years.* |

*(cont'd over)*

| | |
|---|---|
| *Salma:* | *How many years have you worked at this school?* |
| *Miss Nadia:* | *I've worked at this school for the last five years.* |
| *Salma:* | *Have you always taught English?* |
| *Miss Nadia:* | *Yes, I've also taught primary school children. I taught at a primary school when I lived in my village. But when I came to live here ten years ago, I started teaching secondary school children.* |
| *Salma:* | *Thank you, Miss Nadia.* |
| *Miss Nadia:* | *You should ask my sister these questions, too. She's a nurse. She's going to visit the school tomorrow.* |
| *Salma:* | *I will, thank you!* |

***Answers:***

1 She has been teaching for about 15 years.
2 She has worked at the school for five years.
3 She has been teaching secondary school children for ten years.
4 She should talk to Miss Nadia's sister because she is a nurse.

**4 What should/shouldn't you do after school today?**

**1** Ask the students to read the example in the speech bubble and discuss some ideas as a whole class.
**2** Students then work in pairs to talk about what they should/shouldn't do after school. Go round and monitor while they are working.
**3** Ask different students to tell the rest of the class what they should/shouldn't do after school.

***Answers:***

Students' own answers

**5 Listen and complete these words with *pl* or *bl***

**1** Make the sounds /pl/ and /bl/, indicating where the sounds are made in the mouth. Ask the students to repeat the sounds several times. Ask whether they can think of any words which contain these sounds (e.g., *black*, *plural*).
**2** Ask the students to look at the words and try to complete them with *pl* or *bl* in pairs. Ask them to compare their ideas with another pair.
**3** Invite them to call out their ideas, but do not confirm them at this point.
**4** Play the recording, and ask the students to complete the words. Then check the answers as a whole class.
**5** Say each word in turn, asking the students to repeat them and elicit their meanings.

**Tapescript**

*1 plant* *2 plastic* *3 blanket* *4 table*
*5 apple* *6 enjoyable* *7 plough* *8 blog*

***Answers:***

2 plastic 3 blanket 4 table 5 apple
6 enjoyable 7 plough 8 blog

## Practice Test 4a

**1 Listen and choose the correct answer from a, b, c or d**

**Tapescript**

| | |
|---|---|
| *Khaled:* | *Mr Hamdi, can I ask you questions for my English homework? How long have you been teaching here?* |
| *Mr Hamdi:* | *For four years, Khaled.* |
| *Khaled:* | *When did you start teaching?* |
| *Mr Hamdi:* | *Ten years ago.* |

**2 Listen and answer the following questions**

**Tapescript**

| | |
|---|---|
| *Boy:* | *I've been running every day for a month, but I'm slow. What should I do to become faster?* |
| *Man:* | *You should have lots of sleep and eat healthy food.* |

## Practice Test 4b

**1 Listen and choose the correct answer from a, b, c or d**

**Tapescript**

| | |
|---|---|
| *Mona:* | *Reem, I'm going to show you how to take a photo. First, turn on the camera. Then, point the camera at me. Can you see me on the screen?* |
| *Reem:* | *Yes, Mona!* |

**2 Listen and answer the following questions**

**Tapescript**

| | |
|---|---|
| *Reem:* | *Mona, I'd like to learn how to play chess.* |
| *Mona:* | *I've been playing it for a year. You should watch me when I play the next game.* |

# Practice Test 4a

Module 4

## A Listening

### 1 Listen and choose the correct answer from a, b, c or d

**1** Why does Khaled want to ask Mr Hamdi questions? ..................................

**a** for his maths homework
**b** because he was absent
**c** because he wants to be a teacher
$\textcircled{d}$ for his English homework

**2** How long has Mr Hamdi been at the school? ..................................

**a** two years **b** three years $\textcircled{c}$ four years **d** ten years

**3** When did Mr Hamdi start teaching? ..................................

**a** two years ago $\textcircled{b}$ ten years ago **c** he doesn't say **d** in 1998

### 2 Listen and answer the following questions

**1** What has the boy been doing for a month? *He has been running every day.*
**2** Why does he want to become faster? *Because he is slow.*
**3** What should he do? *He should have lots of sleep and eat healthy food.*

## B Language Functions

### 3 Complete the following dialogue

*Hala and Dina are making a salad.*

**Hala:** Today, we are going to make a nice salad. The first thing that you have to **1** *do* ...................... is wash the tomatoes and cucumbers.
**Dina:** OK, I've done that. Do I cut the onions now?
**Hala:** Yes. **2** *Next* ...................., peel off the skin. After **3** *that* ...................., cut the onions carefully.
**Dina:** OK. I've done that, too.
**Hala:** The next **4** *step* .................. is to cut the tomatoes and cucumbers.
**Dina:** That's easy!

### 4 Supply the missing parts in the following two mini-dialogues

**1** **Ahmed:** My father climbed Egypt's highest mountain last week!
**Ramez:** *That's a great achievement.* ..................................................
**2** **Zeinab:** *I got 100 percent in my test last week.* ..................................................
**Sara:** Congratulations! That's a great test result.

## C Reading Comprehension

### 5 Read the following, then answer the questions

There was a man who had a lot of money. He decided to put all his money in a hole at the bottom of his garden. Every week, the man took out his money to look at it. One day, a thief saw the man looking at his money. That night, the thief took it all. When the man realised this the next day, he shouted. His neighbours quickly came round and he told them about his problem.
"Have you been using the money?" a neighbour asked.
"No, I only looked at it," he replied.
"Then you should look in the hole again," said the neighbour. "It will do you just as much good."

**1** Why do you think the man put his money in a hole?
*He did not want anyone to find it/He wanted to keep it safe.*

**2** What has the man been doing with the money?
*He has been taking it out to look at it.*

**3** Why did the neighbours come round quickly?
*Because he shouted when a thief took his money.*

4 Where is the money now?
a in the hole b in a different garden (c) a thief has it d the neighbours have it
5 Why does the neighbour say "It will do you just as much good"?
(a) Because money is not important if you don't use it.
b Because he might find it if he looks again.
c Because he will feel better if he looks again.
d Because he will never find the thief.

## D The Reader

### 6 a. Put the events into the correct order

2 Holmes looked at Mr Wilson's face, hands and clothes while Wilson was talking.
4 Wilson believed Holmes was a wonderful detective and started telling him his story.
1 Wilson visited Holmes and asked him to solve a mystery.
3 Holmes realized that Wilson used to be a labourer.

### b. Answer the following questions

1 Who wrote "The Red-Headed League"? *Sir Arthur Conan Doyle*
2 Why was there a lot of crime in England at the end of the nineteenth century?
*Because many people were poor*
3 Why do you think Mr Wilson wanted to work for the Red-Headed League?
*Students' own answers*
4 Why do you think Mr Spaulding pushed past all the men who were waiting outside the office? *Students' own answers*

## E Vocabulary and Structure

### 7 Choose the correct answer from a, b, c or d

1 The doctor has ............ to the patient all morning.
(a) been talking b talking c talk d talks
2 How much sleep ............ children have each night?
a does (b) should c shouldn't d can't
3 ............ the farmer been working in the fields all day?
a Was b Have (c) Has d How
4 You should never look directly at ............ sun.
a a b an (c) the d –
5 Manal broke her leg, so they took her to hospital in an ............ .
(a) ambulance b accident c album d envelope
6 Teachers usually have a very good ............ . They know all the students' names!
a memorise (b) memory c remember d revision
7 The house has a pretty red ............ on the floor of the dining room.
a ladder b weave c centre (d) carpet
8 The children wrote their names on ............ which they put on their school books.
a stamps (b) labels c posters d vans

### 8 Read and correct the underlined words

1 <u>It been</u> raining all day, so we cannot play outside. *It has been*
2 The doctor told me to take some <u>medical</u> because I was sick. *medicine*
3 You shouldn't <u>to eat</u> too many sweets. *eat*
4 I write what I do every day in a <u>clock</u>. *diary*

## F Writing

### 9 Write a paragraph of six (6) sentences on the hobby you like most

*Students' own answers*

# Practice Test 4b

Module 4

## A Listening

### 1 Listen and choose the correct answer from a, b, c or d

1 What is Reem going to learn how to do?
   **a** take a photo   **b** use a computer   **c** speak English   **d** colour a photo
2 What does Reem do first?
   **a** take the photo   **b** turn on the camera
   **c** check the computer   **d** check the camera
3 What do they use to see Mona on the camera?
   **a** a card   **b** a different camera   **c** a screen   **d** a monitor

### 2 Listen and answer the following questions

1 What would the girl like to learn? She would like to learn how to play chess.
2 What has Mona been playing for a year? She has been playing chess.
3 What advice does Mona give? She should watch her when she plays the next game.

## B Language Functions

### 3 Complete the following dialogue

*Tarek, Rami and Hassan are talking about chess.*

**Tarek:** How long have you and Rami been playing that game of chess, Hassan?
**Hassan:** We've been playing it **1** for..................... nearly an hour.
**Tarek:** I've **2** been................ watching you. How long does it take to learn to play chess?
**Rami:** **3** I've............. been playing it for two years, but I'm not very good at it.
**Hassan:** It doesn't take long to learn the rules, but you **4** should............. play every week if you want to be good at it.
**Rami:** Look! I think I've won!

### 4 Supply the missing parts in the following two mini-dialogues

1 **Aya:** How long have you been working at the school..........................?
   **Mrs Fareeda:** I've been working at this school for two years.
2 **Osama:** How do you use this computer, Ali?
   **Ali:** The first thing that you have to do is turn it on..........................

## C Reading Comprehension

### 5 Read the following, then answer the questions

When people first made carpets hundreds of years ago, they were useful because they protected feet from cold floors. Over time, carpet-making became an important craft. Turkey was famous for its beautiful carpets in the 1600s, and Cairo was also an important centre for carpets. People travelled from all over the world to buy them. Some people did not want to tread on them, so they put them on their walls. Some carpets were very expensive and you needed a lot of skill to make them. Carpet-makers have been using this same skill ever since to make wonderful carpets. However, not all carpets today are made by hand.

1 When did people first make carpets? They first made them hundreds of years ago.
2 Why did people first make carpets? Because they protected feet from cold floors.
3 Why did some people visit Turkey and Cairo in the 1600s? to buy carpets.

4 The underlined words "tread on" mean ............. .
a buy   (b) put your foot on   c weave   d cook on
5 Carpets today are ............. .
(a) not always made by hand   b never put on floors
c always expensive   d all wonderful

## D The Reader

## 6 a. Put the events into the correct order

[4] Mr Wilson accepted the job with the Red-Headed League.
[3] It was announced that the person who would get the job would have to come to the office every day.
[1] Mr Spaulding took Mr Wilson to the Red-Headed League to get the job.
[2] Mr Spaulding and Mr Wilson met Mr Ross.

## b. Answer the following questions

1 What kind of stories were popular at the end of the nineteenth century?
*stories about crimes and mysteries*
2 In what ways was Sherlock Holmes like Conan Doyle's professor at university?
*Both worked out information about people by observing them*
3 What do you think was unusual about the Red-Headed League?
*Students' own answers*
4 Why do you think Mr Ross gave Mr Wilson the job?
*Students' own answers*

## E Vocabulary and Structure

## 7 Choose the correct answer from a, b, c or d

1 Ahmed has a test next week. He ............. to revise.
(a) should start   b should   c shouldn't   d can
2 Mona ............. learning English since she was five.
a is   b have   c have been   (d) has been
3 I have a new phone. ............. phone was not expensive.
a A   (b) The   c An   d It
4 What book ............. been reading this week?
a you have   b are you   (c) have you   d have
5 Write a ............. of the things we need to buy at the shops.
(a) list   b label   c diagram   d diary
6 You should eat nuts and fruits to improve your ...................
a remind   b remember   c member   (d) memory
7 A / An ....................................... often works at ancient sites.
a ambulance   (b) archaeologist   c farmer   d teacher
8 Does the word "shoe" ............. with "you"?
a stick   b revise   (c) rhyme   d belong

## 8 Read and correct the underlined words

a My uncle's house is next to a Nile. *the Nile*
b The doctor revised the patient's chest. *examined*
c What you been doing this morning? *What have you*
d My father is a farmer. He works in a laboratory. *chemist/scientist*

## F Writing

## 9 Write an email of six (6) sentences to your aunt on what you have been doing this week

*Students' own answers*

UNIT

# 13 An interesting trip

**SB pages 19–23 WB pages 15–17**

## Objectives

**Grammar**
Reported speech

**Reading**
Reading a reported conversation

**Listening**
Listening to a conversation about a trip to the desert

**Speaking**
Keeping the conversation going

**Writing**
Writing a diary entry about a trip

## LESSON 1 SB page 19

### Outcomes

- To talk about the desert
- To read a conversation and answer questions

### Before using the book:

- Write **An interesting trip** on the board. Put the students into small groups to brainstorm a list of different kinds of places people might visit on a trip in different countries, for example, a city, a national park, the countryside and so on.
- Invite the groups to share their ideas and write them on the board.
- Then have a short class discussion about what kinds of trips the students have been on and which they found most interesting. Alternatively, ask where they would like to visit on a trip.

**SB Page 19**

An interesting trip

UNIT 13

Module 5

Lesson 1

**1 Ask and answer**

Have you ever visited the desert?
What did you see and do there?

**2 Complete the text chat with these words**

~~buffalo~~ guide dunes scenery vets

Ali just called. He said that he was enjoying his trip to Saqqara with his father! He said that they were staying at a farm where there were a lot of animals, including goats and 1 ..*buffalo*... He said that they were travelling around the desert on horses.

What did he say about Saqqara?

He said that the 2 .......... was beautiful, with green areas by the river and the big white sand 3 .......... of the desert.

That sounds like fun! What else did he say?

He said that they were learning a lot about the desert from their 4 .........., Walid. He said that Walid was going to take them to an animal clinic in a nearby village. The 5 .......... there help the farmers to look after their animals.

I think Ali's having an interesting time in Saqqara. Lucky him!

**OBJECTIVES**

- **Grammar** Reported speech
- **Reading** Reading a reported conversation
- **Listening** Listening to a conversation about a trip to the desert
- **Speaking** Keeping the conversation going
- **Writing** Writing a diary entry about a trip

**3 Choose the correct answers**

1 Ali is travelling *to* / *around* Saqqara on horses.
2 *Some of the* / *The whole* area is covered in sand dunes.
3 Walid *knows* / *is learning* a lot about the desert.
4 Ali *has* / *hasn't been* to visit the animal clinic yet.
5 *Guides* / *Vets* help animals at the clinic.

19

### 1 Ask and answer

1 Draw attention to the Objectives box on page 19, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Students work in small groups to discuss the questions.

3 Invite the groups to share their ideas and have a short class discussion about why it might be interesting to visit the desert.

***Answers:***

Students' own answers

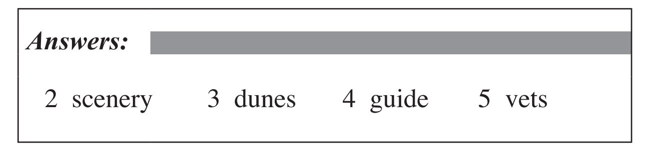
### 2 Complete the text chat with these words

1 Ask the students to look at the words in the box and elicit/teach the meanings.

2 Ask them to read the conversation quickly and ask what Ali is doing (*He is on a trip to Saqqara in the desert*).

3 Then ask them to work in pairs to complete the conversation with the words in the box. Remind them not to worry about any words they don't know at this point.

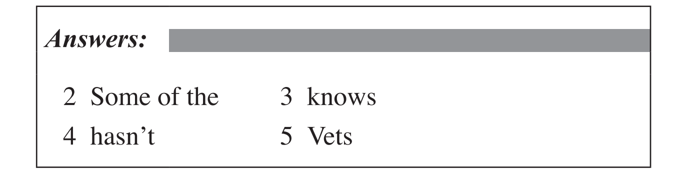
4 Check the answers.


*Answers:*

2 scenery 3 dunes 4 guide 5 vets

### 3 Choose the correct answers

1 Ask the students to read the example sentence and answer.
2 Then ask them to complete the task by reading the text again more carefully to find the answers.
3 Check answers with the whole class.


*Answers:*

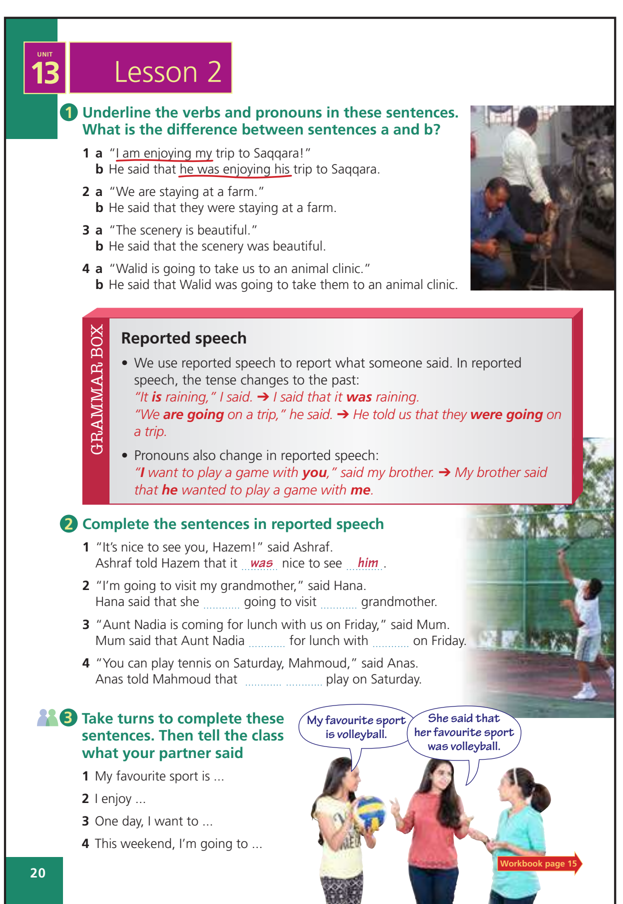
2 Some of the 3 knows
4 hasn't 5 Vets

## LESSON 2 SB page 20 WB page15

**Outcomes**

• To use reported speech

**SB Page 20**


UNIT 13 Lesson 2

1 Underline the verbs and pronouns in these sentences. What is the difference between sentences a and b?

1 a "I am enjoying my trip to Saqqara!"
b He said that he was enjoying his trip to Saqqara.
2 a "We are staying at a farm."
b He said that they were staying at a farm.
3 a "The scenery is beautiful."
b He said that the scenery was beautiful.
4 a "Walid is going to take us to an animal clinic."
b He said that Walid was going to take them to an animal clinic.

GRAMMAR BOX

Reported speech
• We use reported speech to report what someone said. In reported speech, the tense changes to the past:
*"It **is** raining," I said. → I said that it **was** raining.*
*"We **are going** on a trip," he said. → He told us that they **were going** on a trip.*
• Pronouns also change in reported speech:
*"**I** want to play a game with **you**," said my brother. → My brother said that **he** wanted to play a game with **me**.*

2 Complete the sentences in reported speech

1 "It's nice to see you, Hazem!" said Ashraf.
Ashraf told Hazem that it *was* nice to see *him*.
2 "I'm going to visit my grandmother," said Hana.
Hana said that she ........ going to visit ........ grandmother.
3 "Aunt Nadia is coming for lunch with us on Friday," said Mum.
Mum said that Aunt Nadia ........ for lunch with ........ on Friday.
4 "You can play tennis on Saturday, Mahmoud," said Anas.
Anas told Mahmoud that ........ ........ play on Saturday.

3 Take turns to complete these sentences. Then tell the class what your partner said

1 My favourite sport is ...
2 I enjoy ...
3 One day, I want to ...
4 This weekend, I'm going to ...



20

### 1 Underline the verbs and pronouns in these sentences. What is the difference between sentences a and b?

1 Ask the students to read the example sentences. Ask *What are the differences between the sentences?* to elicit that the pronoun, tense and punctuation have changed. Ask *Who said sentence a?* (*Ali*). *Who said sentence b?* (*someone who is talking about Ali*).
2 Ask them to copy the rest of the sentences into their notebooks and underline the verbs and pronouns in the same way. As they are working, write the sentences on the board.
3 Invite different students to come to the board and underline the verbs and pronouns. Tell them that the first sentence in each pair is direct speech, and the second sentence is reported speech. Ask a confident student to explain what this means.
4 Then ask them to read the Grammar box.
5 Ask a student *How are you feeling today?* and ask another student to report what the first student said. Repeat with other examples.

*Answers:*

2 a) "We are staying at a farm."
b) He said that they were staying at a farm.
3 a) "The scenery is beautiful."
b) He said that the scenery was beautiful.
4 a) "Walid is going to take us to an animal clinic."
b) He said that Walid was going to take them to an animal clinic.

The difference is that the tenses change to one step back in the past, and the pronouns change.

### 2 Complete the sentences in reported speech

1 Write the sentence in direct speech on the board and elicit the reported sentence. Then ask them to read the example to check their ideas.
2 Students then work in pairs to complete the sentences in reported speech. Go round and monitor, helping where necessary. Remind them to refer back to the Grammar box if necessary.
3 Invite different students to read out the completed sentences.

***Answers:***

2 was/her 3 was coming/them (or us)
4 he could

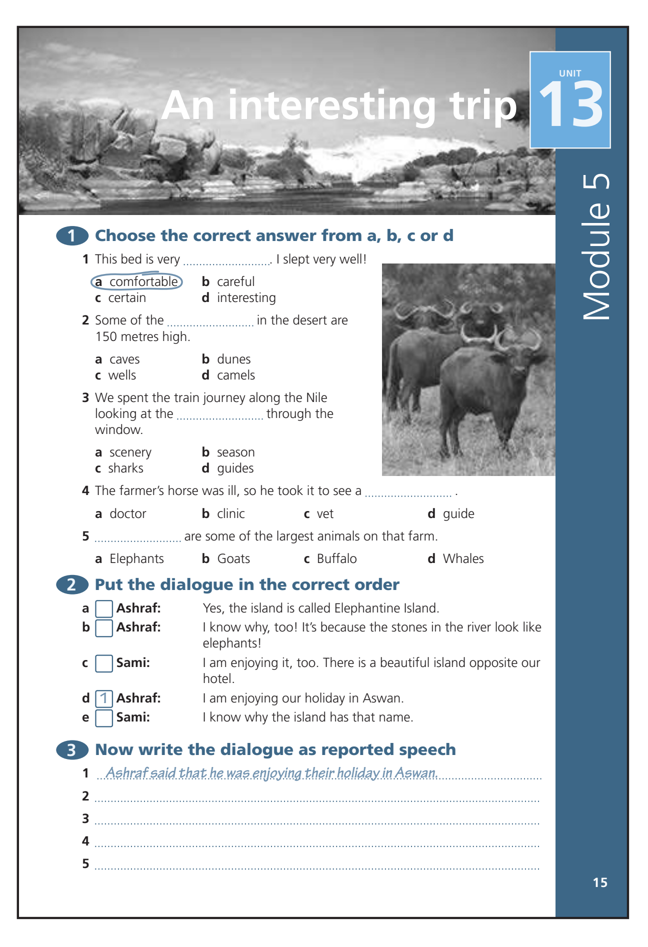
### 3 Take turns to complete these sentences. Then tell the class what your partner said

1 Ask the students to read the example in the speech bubbles.
2 Then ask the students to work individually to think of ways to complete the sentences.
3 Put the students into groups of three. Ask them to take turns to complete the sentences and report what another student said. Remind them to think carefully about pronouns and verb tenses. Go round and monitor, helping where necessary.
4 Then ask several students to say one of their sentences for another student in the class to report.

***Answers:***

Students' own answers

## WB Page 15


An interesting trip

UNIT 13

Module 5

1 Choose the correct answer from a, b, c or d

1 This bed is very .......................... I slept very well!
a comfortable b careful
c certain d interesting

2 Some of the .......................... in the desert are 150 metres high.
a caves b dunes
c wells d camels

3 We spent the train journey along the Nile looking at the .......................... through the window.
a scenery b season
c sharks d guides

4 The farmer's horse was ill, so he took it to see a .......................... .
a doctor b clinic c vet d guide

5 .......................... are some of the largest animals on that farm.
a Elephants b Goats c Buffalo d Whales

2 Put the dialogue in the correct order

a ☐ **Ashraf:** Yes, the island is called Elephantine Island.
b ☐ **Ashraf:** I know why, too! It's because the stones in the river look like elephants!
c ☐ **Sami:** I am enjoying it, too. There is a beautiful island opposite our hotel.
d 1 **Ashraf:** I am enjoying our holiday in Aswan.
e ☐ **Sami:** I know why the island has that name.

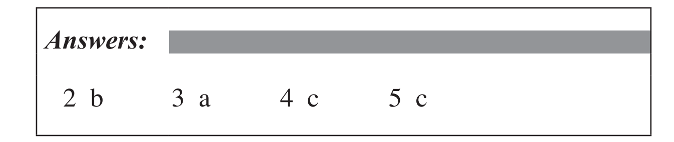
3 Now write the dialogue as reported speech

1 Ashraf said that he was enjoying their holiday in Aswan.
2 ..........................
3 ..........................
4 ..........................
5 ..........................

15

### 1 Choose the correct answer from a, b, c or d

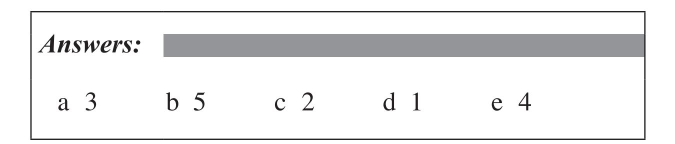
1 Elicit new words from the unit so far.
2 Then ask the students to complete the sentences by choosing the correct answer.
3 Check the answers with the whole class.


***Answers:***

2 b 3 a 4 c 5 c

### 2 Put the dialogue in the correct order

1 Ask the students to look at the dialogue and ask *Is this direct or reported speech?* (*direct*).
2 Students then work in pairs to complete the exercise.
3 Check the answers with the whole class.


***Answers:***

a 3 b 5 c 2 d 1 e 4

### 3 Now write the dialogue as reported speech

1. Ask the students to read the dialogue again and identify all the pronouns and verbs which will change when the speech is reported.
2. They then rewrite the dialogue in reported speech, as in the example sentence. Go round and monitor, helping where necessary.
3. Invite different students to read out the rewritten sentences.

***Answers:***

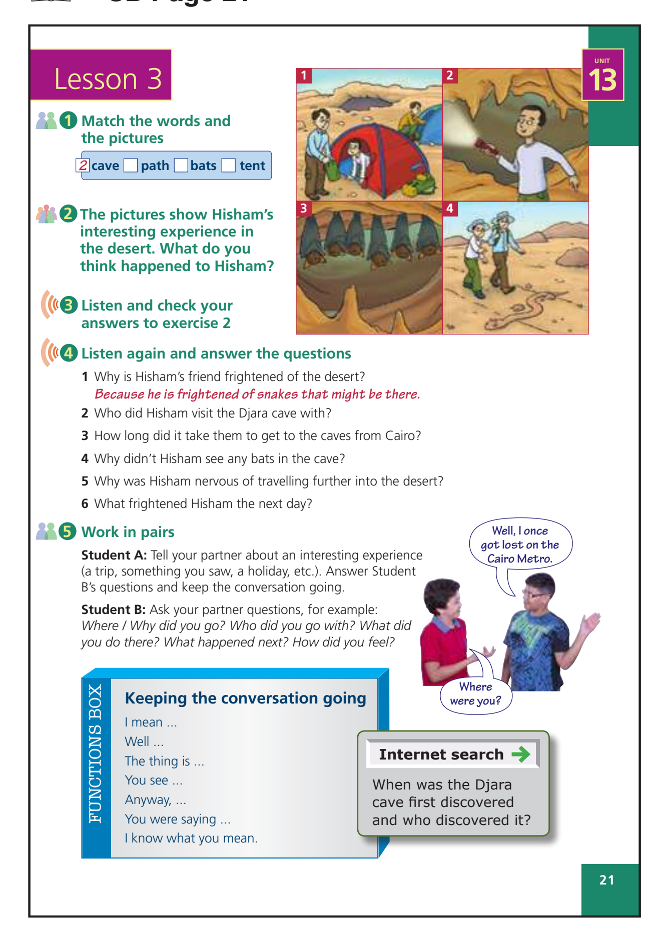
2 Sami said that he was enjoying it, too, and (he said) that there was a beautiful island opposite their hotel.
3 Ashraf said that the island was called Elephantine Island.
4 Sami said that he knew why the island had that name.
5 Ashraf said that he knew why, too. It was because the stones in the river looked like elephants!

## LESSON 3 SB page 21

### Outcomes

- To listen to a story about an experience in the desert and answer questions
- To practise keeping the conversation going
- To carry out an internet search about the Djara cave

### SB Page 21


Lesson 3

UNIT 13

1 Match the words and the pictures

2 cave ☐ path ☐ bats ☐ tent

2 The pictures show Hisham's interesting experience in the desert. What do you think happened to Hisham?

3 Listen and check your answers to exercise 2

4 Listen again and answer the questions

1 Why is Hisham's friend frightened of the desert?
*Because he is frightened of snakes that might be there.*
2 Who did Hisham visit the Djara cave with?
3 How long did it take them to get to the caves from Cairo?
4 Why didn't Hisham see any bats in the cave?
5 Why was Hisham nervous of travelling further into the desert?
6 What frightened Hisham the next day?

5 Work in pairs

**Student A:** Tell your partner about an interesting experience (a trip, something you saw, a holiday, etc.). Answer Student B's questions and keep the conversation going.

**Student B:** Ask your partner questions, for example: *Where / Why did you go? Who did you go with? What did you do there? What happened next? How did you feel?*



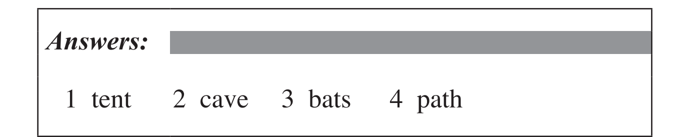
FUNCTIONS BOX
**Keeping the conversation going**
I mean ...
Well ...
The thing is ...
You see ...
Anyway, ...
You were saying ...
I know what you mean.

**Internet search**
When was the Djara cave first discovered and who discovered it?

21

### 1 Match the words and the pictures

1. Ask the students to look at the pictures and ask where they think the people are.
2. Then ask them to match the words with the pictures in pairs.
3. Check the answers with the whole class.


***Answers:***

1 tent 2 cave 3 bats 4 path

### 2 The pictures show Hisham's interesting experience in the desert. What do you think happened to Hisham?

1. Ask the students to look at the pictures again and ask them to work in small groups to discuss what they think happened to Hisham in the desert.
2. Invite the groups to share their ideas but do not confirm them at this point.

### 3 Listen and check your answers to exercise 2

1. Play the recording for the students to listen and check their ideas.
2. Then check the answer with the class. Play the recording again if necessary.

**Tapescript**

| | |
|---|---|
| *Hisham:* | *Have you ever seen the desert?* |
| *Boy 2:* | *No, I haven't. I mean, I've seen a lot of photos of it, but I've never been there myself.* |
| *Hisham:* | *Don't you want to visit it one day?* |
| *Boy 2:* | *Well, yes, but the thing is, I'm really frightened of snakes. There are lots of snakes in the desert.* |
| *Hisham:* | *That reminds me of a trip we once took to the Djara cave. Our relatives from France were staying with us for a holiday and they wanted to see it. Anyway, we left Cairo early in the morning. It took us almost a day to drive there.* |
| *Boy 2:* | *Did you go into the cave when you got there?* |
| *Hisham:* | *No, because it was getting dark, you see. We were tired from the long drive, so we put up our tents and started to cook our dinner. We ate under the stars far from any lights. I felt like I was the only person on earth.* |
| *Boy 2:* | *I know what you mean. I love camping. Anyway, you were saying ...?* |
| *Hisham:* | *Yes, so we slept outside and the next day, we spent the whole day inside the cave. It's the most amazing place; the rocks look like frozen waterfalls.* |
| *Boy 2:* | *Were there any bats?* |
| *Hisham:* | *Perhaps, but I didn't see any! They were probably sleeping. Anyway, after another night in a tent outside the cave, we drove further into the desert.* |
| *Boy 2:* | *Weren't you nervous?* |
| *Hisham:* | *Yes, there weren't any other people or cars around at all. We stopped for lunch and my uncle and cousin went for a walk along a path. Then suddenly we heard them shout, "Come and look what we've found!"* |
| *Boy 2:* | *What was it?* |
| *Hisham:* | *It was a huge snake! Well, I've never run so fast in my life!* |

***Answers:***

He slept in a tent and visited the Djara cave. He did not see any bats but he saw a snake.

## 4 Listen again and answer the questions

1. Ask the students to read the questions and discuss them in pairs before listening again.
2. Play the recording for them to listen and make a note of the answers.
3. Ask the questions in turn and invite different students to answer them.

***Answers:***

2 He went with his family and his relatives from France.
3 It took them almost all day.
4 They were probably sleeping.
5 Because there weren't any other people or cars around at all.
6 A huge snake frightened him.

## 5 Work in pairs

1. Ask the students to read the phrases in the Functions box. Play the recording from exercises 3 and 4 again and ask them to listen for the phrases and how they are used.
2. Then ask them to read the instructions for both Student A and Student B before dividing them into pairs. Ask them to take turns being A and B. Remind them to use the phrases in the Functions box to keep the conversation going. Go round and monitor, helping where necessary.
3. Then choose different A–B pairs to roleplay the activity for the class to listen and check correct usage of the phrases.

***Answers:***

Students' own answers

## Internet search

1. Ask the students what they know about caves and where they are found.
2. Then ask them to read the Internet search box. Ask them what they know about the Djara cave and whether they have ever visited it, or would like to.
3. Then ask them what they might type into the search engine to find the information.
4. Finally, ask pairs of students to report back their findings to the rest of the class.

**Answers:**

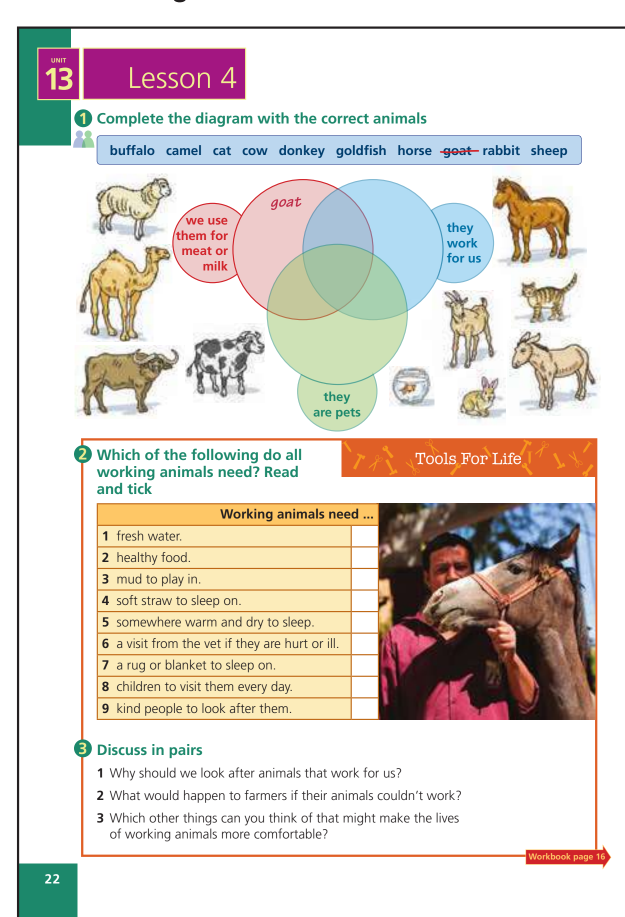
The Djara cave was first discovered in the 19th century (probably 1873) by the German explorer Gerhard Rohlfs.

## LESSON 4 SB page 22 WB page 16

### Outcomes

- To talk about the role animals play in human lives

### SB Page 22



UNIT 13 Lesson 4

1 Complete the diagram with the correct animals

buffalo camel cat cow donkey goldfish horse ~~goat~~ rabbit sheep



2 Which of the following do all working animals need? Read and tick

Tools For Life

| Working animals need ... | |
|---|---|
| 1 fresh water. | |
| 2 healthy food. | |
| 3 mud to play in. | |
| 4 soft straw to sleep on. | |
| 5 somewhere warm and dry to sleep. | |
| 6 a visit from the vet if they are hurt or ill. | |
| 7 a rug or blanket to sleep on. | |
| 8 children to visit them every day. | |
| 9 kind people to look after them. | |

3 Discuss in pairs

1 Why should we look after animals that work for us?
2 What would happen to farmers if their animals couldn't work?
3 Which other things can you think of that might make the lives of working animals more comfortable?

Workbook page 16

22

### 1 Complete the diagram with the correct animals

1 Ask the students to work in pairs to brainstorm a list of animals in English. Invite different pairs to read out their lists and write the animals on the board for them to check their spellings.

2 Then ask them to look at the pictures and name as many animals as they can. Draw their attention to the words in the box. Say each word for the class to repeat them after you.

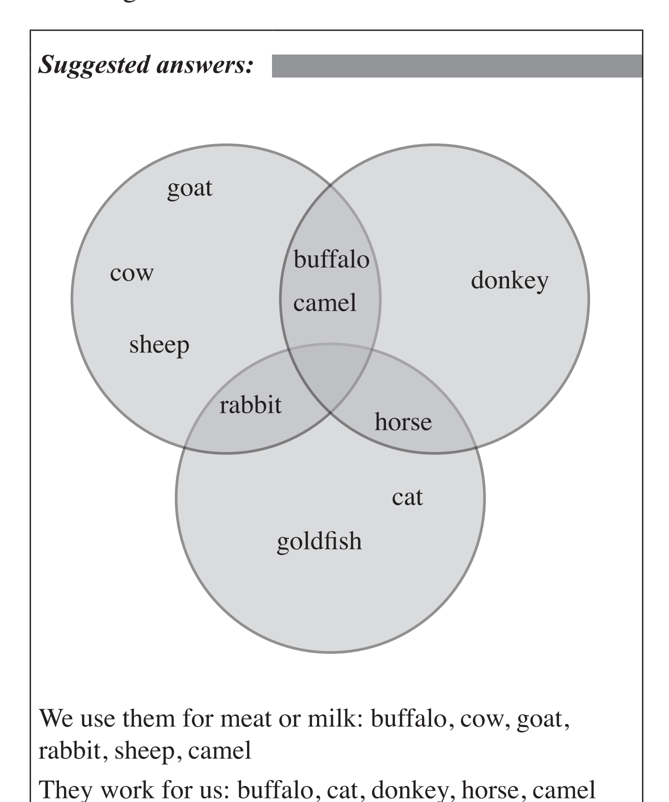
3 Then point to each picture in turn and elicit the name of the animal.

4 Ask the students to look at the diagram and elicit what they have to do. They then complete the exercise in pairs. Remind them that some animals may belong to more than one category.

5 Draw the diagram on the board while they are working. Make sure it is big enough for the students to write the animal names in it.

6 Check the answers by asking different students to come to the board and write the animals in the diagram. Students may have different ideas about this, depending on their cultural background.

**Suggested answers:**




We use them for meat or milk: buffalo, cow, goat, rabbit, sheep, camel

They work for us: buffalo, cat, donkey, horse, camel

They are pets: cat, rabbit, goldfish, horse

### 2 Which of the following do all working animals need? Read and tick

1 Ask the students what kinds of work animals do for people (for example, carrying or pulling heavy items, transport, killing mice and so on).

2 Then ask them to read the list of things which working animals need and ask them to tick the relevant boxes.

3 Invite several students to read out their lists and compare ideas across the class.

***Suggested answers:***

All of them, except mud to play in or children to visit them every day.

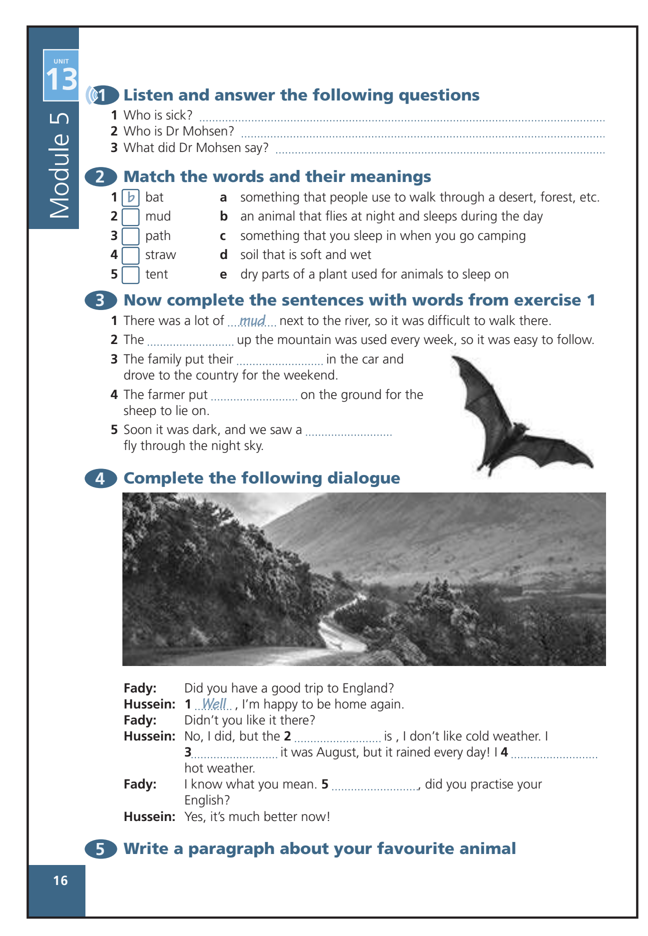
## 3 Discuss in pairs

1. Ask the students to work in small groups to discuss the questions.
2. Then have a class discussion about why it is important to look after animals.

***Answers:***

Students' own answers

## ✎ WB Page 16



UNIT 13

Module 5

**1 Listen and answer the following questions**

1 Who is sick? ..........

2 Who is Dr Mohsen? ..........

3 What did Dr Mohsen say? ..........

**2 Match the words and their meanings**

| | | | |
|---|---|---|---|
| 1 [b] | bat | a | something that people use to walk through a desert, forest, etc. |
| 2 [ ] | mud | b | an animal that flies at night and sleeps during the day |
| 3 [ ] | path | c | something that you sleep in when you go camping |
| 4 [ ] | straw | d | soil that is soft and wet |
| 5 [ ] | tent | e | dry parts of a plant used for animals to sleep on |

**3 Now complete the sentences with words from exercise 1**

1 There was a lot of ...*mud*... next to the river, so it was difficult to walk there.

2 The .......... up the mountain was used every week, so it was easy to follow.

3 The family put their .......... in the car and drove to the country for the weekend.

4 The farmer put .......... on the ground for the sheep to lie on.

5 Soon it was dark, and we saw a .......... fly through the night sky.

**4 Complete the following dialogue**

**Fady:** Did you have a good trip to England?

**Hussein:** 1 ..*Well*.. , I'm happy to be home again.

**Fady:** Didn't you like it there?

**Hussein:** No, I did, but the 2 .......... is , I don't like cold weather. I 3.......... it was August, but it rained every day! I 4 .......... hot weather.

**Fady:** I know what you mean. 5 .........., did you practise your English?

**Hussein:** Yes, it's much better now!

**5 Write a paragraph about your favourite animal**

16

## 1 Listen and answer the following questions

1. Ask the students to read the questions and explain that they are going to listen to a short recording about Yaseen, and that they have to listen and write the answers.
2. Play the recording while the students listen and answer the questions.
3. Check the answers as a whole class.

**Tapescript**

*Narrator:* *Yaseen said that his cat was sick and that he had to take it to Dr Mohsen. Dr Mohsen said it needed medicine and rest.*

***Answers:***

1 Yaseen's cat 2 a vet

3 He said that the cat needed medicine and rest.

## 2 Match the words and their meanings

1. Ask the students to look at the words on the left and elicit their meanings.
2. Students then complete the task in pairs.
3. Check the answers with the whole class.

***Answers:***

2 d 3 a 4 e 5 c

## 3 Now complete the sentencs with words from exercise 2

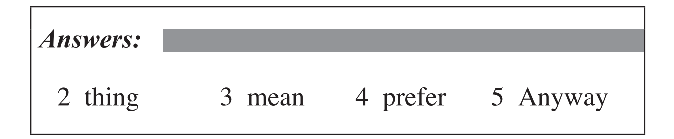
1. Ask the students to look at the sentences and complete them with the appropriate word from exercise 2.
2. Check the answers and then invite different students to read out each completed sentence.

***Answers:***

2 path 3 tent 4 straw 5 bat

## 4 Complete the following dialogue

1. Ask the students to look at the picture and ask *What can you see?* Then elicit phrases for keeping a conversation going.
2. Ask the students to work in pairs to choose the best options.
3. Check the answers with the whole class and then invite pairs of students to read out the dialogue.

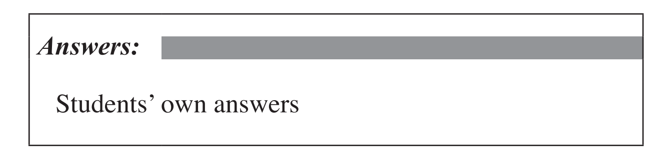


***Answers:***

2 thing 3 mean 4 prefer 5 Anyway

### 5 Write a paragraph about your favourite animal

1. Invite the class to talk about their favourite animal. Ask them what they like about their favourite animal.
2. The students then write about their animal. Ask them to include information about what it looks like, where it lives, what it eats and so on.
3. They should write their answer in their notebooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their paragraph with a partner to read and check the spelling and grammar.
4. Invite several students to read out their paragraphs.



***Answers:***

Students' own answers

**REVIEW** SB page 23 WB page 17

## Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise dictionary skills

**Before using the book:**

- Write **An interesting trip** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

**SB Page 23**

Review

UNIT 13

Now you can …

- talk about travelling in the countryside

1 Complete the sentences

cave guide dunes scenery tent ~~vet~~

1 My uncle is a ...vet... . He works at an animal clinic.
2 The ............ around Fayoum is beautiful. There are sand ............ around Wadi al-Rayan.
3 A ............ is a big hole in the side of a mountain.
4 I don't really like sleeping outside in a ............ . I prefer sleeping in a bed!
5 The .................. showed us the way into the temple.

- use reported speech

2 Write the sentences in reported speech

1 "Your dinner is ready!" My mum said that my dinner was ready.
2 "I want to show you a photo, Hala." Salma told Hala ............
3 "You are going to do a spelling test." The teacher told us that ............
4 "I can invite you to my party." Ahmed said that ............
5 "It's going to be very hot later." The weather reporter said that ............



- keep a conversation going

3 Complete the sentences to keep the conversation going

1 Did I tell you about the time I went to the beach? *it was / Well / last summer*
Well, it was last summer, when I was staying with my aunt in Alexandria.
2 When I first went to Cairo, I got lost! *a map/carrying / The thing is/I wasn't* ............
3 We went on a desert tour with a guide. *if you don't do that / You see, / you won't know where to go* ............

Dictionary skills

How many syllables are there in these words? Complete the table and add dots to show the syllables.

conversation buffalo
experience international
~~irrigate~~ similarity

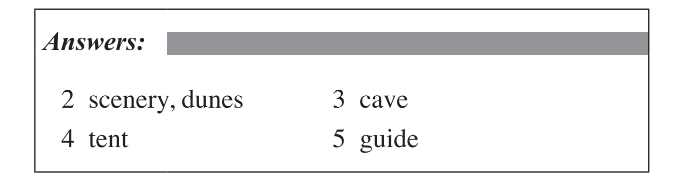
| three syllables | four syllables | five syllables |
| --- | --- | --- |
| ir·ri·gate | | |
| | | |

Workbook page 17

23

### 1 Complete the sentences

1. Ask the students to look at the words and elicit the definitions.
2. Then ask the students to complete the sentences with the words.
3. Check the answers with the whole class.



***Answers:***

| | |
| --- | --- |
| 2 scenery, dunes | 3 cave |
| 4 tent | 5 guide |

### 2 Write the sentences in reported speech

1. Elicit the form and use of reported speech.
2. Then ask the students to work in pairs to rewrite the sentences in reported speech.
3. Invite several students to read out their answers.

**Answers:**

2 she wanted to show Hala a photo.
3 we were going to do a spelling test.
4 he could invite them to his party.
5 it was going to be very hot later.

### 3 Complete the sentences to keep the conversation going

1 Elicit phrases for keeping a conversation going.
2 Ask the students to look at the example and explain that they have to unscramble the prompts to complete the sentences.
3 Students complete the sentences in pairs. Then check the answers with the whole class.

**Answers:**

2 The thing is, I wasn't carrying a map.
3 You see, if you don't do that, you won't know where to go.

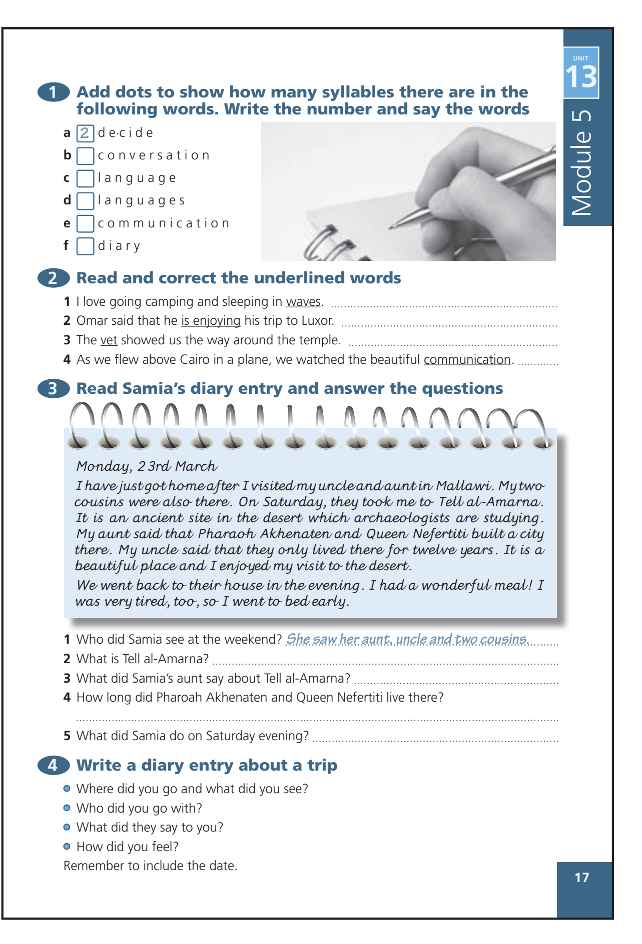
### Dictionary skills

1 Ask the students if they remember how syllables are shown in a word in the dictionary (with a dot between each syllable). Read out the words and ask the class to say how many syllables they think each word has.
2 Then ask them to read the Dictionary skills box and complete the task in pairs.
3 Check the answers with the whole class.

**Answers:**

three syllables: ir•ri•gate, buf•fa•lo
four syllables: con•ver•sa•tion, ex•per•i•ence
five syllables: in•ter•na•tion•al, si•mi•lar•i•ty

## WB Page 17



UNIT 13 Module 5

**1 Add dots to show how many syllables there are in the following words. Write the number and say the words**

a [2] de·cide
b [ ] conversation
c [ ] language
d [ ] languages
e [ ] communication
f [ ] diary

**2 Read and correct the underlined words**

1 I love going camping and sleeping in waves. ..........
2 Omar said that he is enjoying his trip to Luxor. ..........
3 The vet showed us the way around the temple. ..........
4 As we flew above Cairo in a plane, we watched the beautiful communication. ..........

**3 Read Samia's diary entry and answer the questions**

*Monday, 23rd March*
*I have just got home after I visited my uncle and aunt in Mallawi. My two cousins were also there. On Saturday, they took me to Tell al-Amarna. It is an ancient site in the desert which archaeologists are studying. My aunt said that Pharaoh Akhenaten and Queen Nefertiti built a city there. My uncle said that they only lived there for twelve years. It is a beautiful place and I enjoyed my visit to the desert.*
*We went back to their house in the evening. I had a wonderful meal! I was very tired, too, so I went to bed early.*

1 Who did Samia see at the weekend? *She saw her aunt, uncle and two cousins.*
2 What is Tell al-Amarna? ..........
3 What did Samia's aunt say about Tell al-Amarna? ..........
4 How long did Pharoah Akhenaten and Queen Nefertiti live there? ..........
5 What did Samia do on Saturday evening? ..........

**4 Write a diary entry about a trip**

- Where did you go and what did you see?
- Who did you go with?
- What did they say to you?
- How did you feel?

Remember to include the date.

17

### 1 Add dots to show how many syllables there are in the following words. Write the number and say the words

1 Ask the students to look at the words and elicit the meanings. Then say each word several times and ask them to decide how many syllables they think each word has.
2 Students complete the exercise by writing the number of syllables each word has in the box, as in the example.
3 Check the answers by asking different students to say the words and inviting the class to call out the number of syllables.

**Answers:**

b 4 con•ver•sa•tion
c 2 lan•guage
d 3 lan•guag•es
e 5 com•mu•ni•ca•tion
f 3 di•a•ry

### 2 Read and correct the underlined words

1 Ask the students to look at the first sentence and the underlined word. Explain that this word is incorrect and elicit the correct word (*caves*).

2 Explain that they have to complete the exercise by correcting the rest of the underlined words.
3 Check the answers as a whole class.

*Answers:*

2 was enjoying 3 guide 4 scenery

### 3 Read Samia's diary entry and answer the questions

1 Ask the students to read Samia's diary and check the meaning of any new words.
2 Then ask them to read the text and answer the questions.
3 Check the answer with the class.

*Suggested answers:*

2 It is an ancient site in the desert.
3 She said that Pharaoh Akhenaten and Queen Nefertiti built a city there.
4 They lived there for twelve years.
5 She had a wonderful meal, then she went to bed early.

### 4 Write a diary entry about a trip

1 Ask the students to look back at Samia's diary entry and elicit what kind of information she included about her trip (*where it was, what it was, what she did*).
2 Students then think about a trip they have been on. They can also make the trip up. Ask them to read the prompts and plan their writing.
3 They should write their answer in their notebooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their diary entry with a partner to read and check the spelling and grammar.
4 Finally, invite different students to read out their diary entries for the rest of the class to listen and say which trip they think was the most interesting and why.

*Answers:*

Students' own answers

## Assessment

### Speaking task

***Outcome: to keep a conversation going***

Use SB page 21, exercise 5

Students think of an interesting experience they have had. They talk in pairs about their experience, and ask questions. Encourage them to keep the conversation going and assess them on their use of appropriate phrases.

### Reading task

***Outcome: to understand a conversation about an interesting trip***

Use SB page 19, exercise 2 text

Write the following questions on the board:

**1 Where is Ali staying with his father?**

**2 How are they travelling around?**

**3 Does Ali like the places he is visiting?**

**4 What is he going to visit next?**

**5 Does Ali's friend think he is having a good holiday?**

Students read the texts again and answer the questions.

### Writing task

***Outcome: to use reported speech***

Students think of five interview questions for their partner about their lives. Students then work in pairs to ask their questions and make notes of their partner's answers. They then write five sentences in reported speech.

### Listening task

***Outcome: to understand a conversation about a trip***

Use the tapescript for SB page 21, exercises 3 and 4

Write the tapescript on the board, leaving blanks where these phrases occur: *Don't you want to visit it one day? Did you go into the cave when you got there? Were there any bats? Weren't you nervous? What was it?*

Play the recording for the students to complete the missing phrases.

# UNIT 14 Schools around the world

**SB pages 24–28 WB pages18–20**

## Objectives

**Grammar**

obligation and lack of obligation: *have to/don't have to, has to/doesn't have to*

**Reading**

Reading an article about schools around the world

**Listening**

Listening to a survey

**Speaking**

Asking questions formally and informally

**Writing**

Writing the results of a survey

## LESSON 1 SB page 24

### Outcomes

- To compare schools in Egypt, Japan and Brazil
- To read about three schools and answer questions

**Before using the book:**

- Write the title of the unit **Schools around the world** on the board and ask the students to tell you what they think this means and what they will study in the unit. Confirm any correct answers.
- Ask the students to work in small groups to discuss what they know about schools in other countries.
- Invite the students from different groups to share their ideas.

**SB Page 24**

UNIT 14 Schools around the world

Lesson 1

OBJECTIVES
- **Grammar** obligation and lack of obligation: *have to / don't have to, has to / doesn't have to*
- **Reading** Reading an article about schools around the world
- **Listening** Listening to a survey
- **Speaking** Asking questions formally and informally
- **Writing** Writing the results of a survey

1 Ask and answer

What do you think is the same or different about schools in Egypt, Japan and Brazil?

2 Read the magazine article and check your answers to exercise 1

Three schools

All children in Egypt have to go to school from the age of six to fifteen. They can go to nursery school from the age of four, but they don't have to go. At primary and preparatory school, all students have to wear a uniform.

Japanese students don't have a uniform at primary school, but they have to wear a uniform at secondary school. They have to clean the school building at lunch time. Most students practise sports or music after school. Many students also have private lessons. Although they don't have to go to these lessons, many students go because they want to do well in their exams.

In Brazil, students don't have to go to school for more than five hours a day. Schools have different opening times. Lessons can be in the morning, afternoon or evening. Brazilian children start school when they are six.

3 Complete the sentences with words from the article

nursery ~~primary~~ preparatory uniform

1 All children go to *primary* and .......... school.
2 Many children in Egypt go to .......... school before they are six years old.
3 Our school .......... is a white shirt, with black trousers or a skirt.

4 Are these sentences true (*T*) or false (*F*)?

1 [*F*] All children in Egypt start school at the age of four.
2 [ ] In Japan, students have to clean their classrooms before school.
3 [ ] Some students in Japan have lessons outside school.
4 [ ] There are three different school times for children in Brazil.

24

### 1 Ask and answer

1. Draw attention to the Objectives box on page 24, which refers to the objectives of the unit, and explain in Arabic if necessary.
2. Ask students to describe their school day-what time they start and finish, how many classes they have, what they wear.
3. Then ask the students to discuss the question in small groups. Ask them to think about how big the classes are, what the students wear, how long their day is and so on.
4. Go round and monitor while they are working, helping where necessary.
5. Invite different groups to share their ideas and write them on the board under headings for each country. Tell them that they are going to find out more about going to school in Japan and Brazil.

***Answers:***

Students' own answers

## 2 Read the magazine article and check your answers to exercise 1

1. Ask the students to read the text and check their ideas for exercise 1.
2. Ask them to make a list of similarities and differences between the three schools.
3. Ask the students whether their ideas were correct. Then invite different students to make comparisons between the schools.
4. Ask the students which school they prefer and why.

***Answers:***

The same:
Brazilian and Egyptian students start school when they are six.
Different:
Japanese students clean their school buildings.
Most of them practise sports or music after school and have private lessons. They don't usually wear a uniform at primary school.
Brazilian students only go to school for five hours a day. They go at different times of the day when the schools are open.

## 3 Complete the sentences with words from the article

1. Ask the students to look at the words in the box. Ask them to find the words in the text and elicit their meanings.
2. The students then complete the sentences with the appropriate word.
3. Check answers as a class.
4. Ask the students to read the text again and make a note of any words they don't know. Tell them to try to guess their meaning, using the context to help them. Then check the meanings of the words as a whole class.

***Answers:***

1 preparatory  2 nursery  3 uniform

## 4 Are these sentences true (*T*) or false (*F*)?

1. Ask the students to read the sentences and ask them to answer them without referring back to the text.
2. The students then read the text again and check their answers.
3. Check answers as a class, and ask volunteers to correct the false information.

***Answers:***

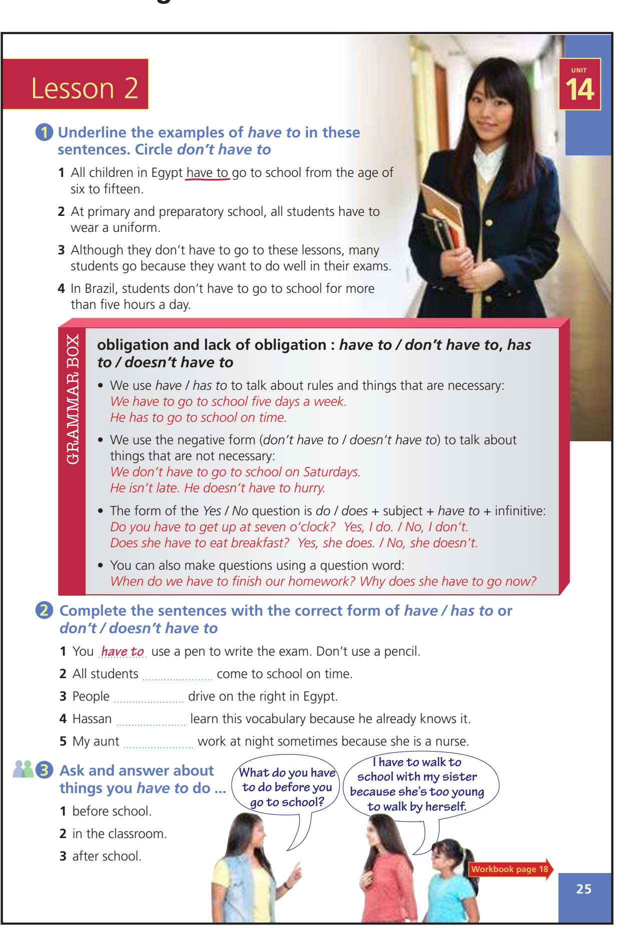
1 F (they start at six)
2 F (they do this at lunch time)
3 T  4 T

## LESSON 2 SB page 25 WB page 18

### Outcomes

- To use *have to/don't have to* for obligation

### SB Page 25



Lesson 2

UNIT 14

1 Underline the examples of *have to* in these sentences. Circle *don't have to*

1 All children in Egypt have to go to school from the age of six to fifteen.
2 At primary and preparatory school, all students have to wear a uniform.
3 Although they don't have to go to these lessons, many students go because they want to do well in their exams.
4 In Brazil, students don't have to go to school for more than five hours a day.

GRAMMAR BOX

**obligation and lack of obligation : *have to / don't have to, has to / doesn't have to***

- We use *have / has to* to talk about rules and things that are necessary:
  *We have to go to school five days a week.*
  *He has to go to school on time.*
- We use the negative form (*don't have to / doesn't have to*) to talk about things that are not necessary:
  *We don't have to go to school on Saturdays.*
  *He isn't late. He doesn't have to hurry.*
- The form of the *Yes / No* question is *do / does* + subject + *have to* + infinitive:
  *Do you have to get up at seven o'clock? Yes, I do. / No, I don't.*
  *Does she have to eat breakfast? Yes, she does. / No, she doesn't.*
- You can also make questions using a question word:
  *When do we have to finish our homework? Why does she have to go now?*

2 Complete the sentences with the correct form of *have / has to* or *don't / doesn't have to*

1 You *have to* use a pen to write the exam. Don't use a pencil.
2 All students .................. come to school on time.
3 People .................. drive on the right in Egypt.
4 Hassan .................. learn this vocabulary because he already knows it.
5 My aunt .................. work at night sometimes because she is a nurse.

3 Ask and answer about things you *have to* do ...
1 before school.
2 in the classroom.
3 after school.



Workbook page 18

25

## 1 Underline the examples of *have to* in these sentences. Circle *don't have to*

1. Ask the students to look at the first sentence and underlined words. Ask *Do six-year-old children go to school in Egypt?* (*Yes*). *Is it necessary for them to go to school?* (*Yes*). *Do sixteen-year-olds have to go to school in Egypt?* (*No*).
2. Ask the students to identify *have to/don't have to* in the rest of the sentences. Then ask them to copy the sentences into their notebooks and underline or circle the examples.

3 Ask them to look again at sentences 3 and 4. Ask how they are different from sentences 1 and 2 (*they are negative*). Ask about sentence 3 *Is it necessary for students to go to these lessons?* (*No*). Ask about sentence 4 *Must students stay at school for longer than five hours in Brazil?* (*No*).
4 Elicit the difference between *have to* and *don't have to*. Then ask the students to read the first two points in the Grammar box to check their ideas.
5 Ask the questions in the third point to elicit the short answers. Then ask them to read the third and fourth points in the Grammar box. Ask students what they think the *Yes/No* question form for *don't have to* might be, for example, *Don't you have to wear a uniform for school?* Repeat for the *wh-* question form, for example, *Why don't you have to go to lessons in the morning?*
6 Ask students to think of some things they have to or don't have to do at school.

***Answers:***

2 At primary and preparatory school, all students have to wear a uniform.
3 Although they don't have to go to these lessons, many students go because they want to do well in their exams.
4 In Brazil, students don't have to go to school for more than five hours a day.

## 2 Complete the sentences with the correct form of *have to/has to* or *don't/doesn't have to*

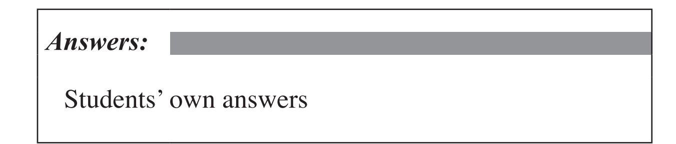
1 Ask the students to look at the example sentence. Explain that they have to complete the rest of the sentences in a similar way, making sure to use the correct form of *have to/don't have to*.
2 The students complete the exercise in pairs. Then invite different students to read out the completed sentences.

***Answers:***

| | |
|---|---|
| 2 have to | 3 have to |
| 4 doesn't have to | 5 has to |

## 3 Ask and answer about things you *have to* do

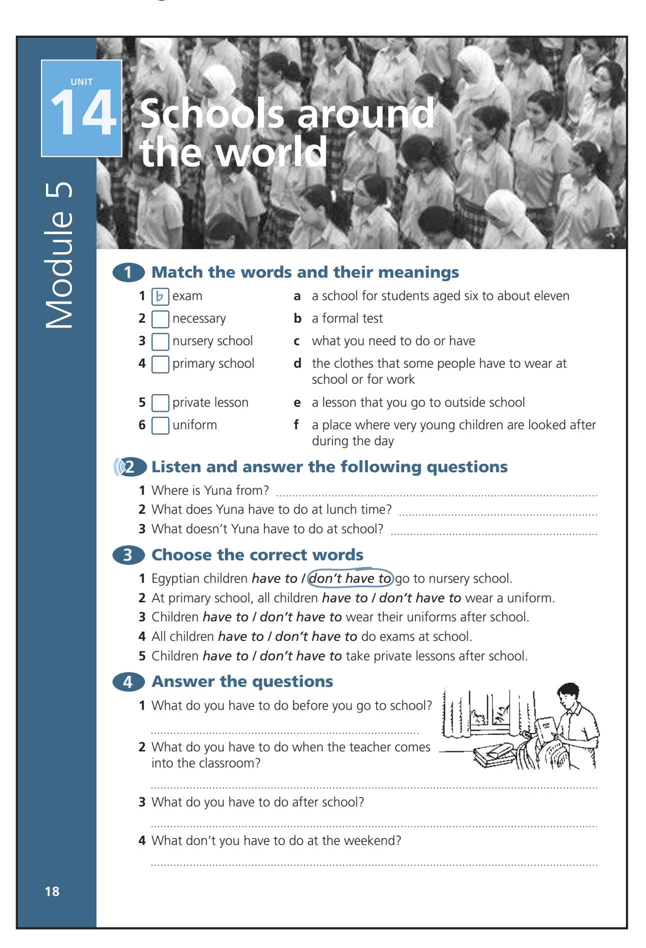
1 Ask the students to tell you what they remember about using *have to/don't have to*.
2 Ask two students to read out the examples shown in the speech bubbles. Tell them that they are going to make similar sentences themselves.
3 The students work in pairs to make sentences using the prompts and *have to/don't have to*. Ask them to make as many sentences as they can for each prompt but set a time limit for the activity. Go round and monitor while they are working, helping where necessary.
4 Then invite different students to tell the rest of the class what they *have to/don't have to* do.
5 You might like to explain that *mustn't* is the negative of *have to*, used to express obligation to not do something. Offer a few examples, and ask students to do the same, for example, *You mustn't run in the corridors* (= *It is necessary that you don't run in the corridors*).



***Answers:***

Students' own answers

WB Page 18



UNIT 14 Schools around the world

Module 5

**1 Match the words and their meanings**

1 [b] exam — a a school for students aged six to about eleven
2 [ ] necessary — b a formal test
3 [ ] nursery school — c what you need to do or have
4 [ ] primary school — d the clothes that some people have to wear at school or for work
5 [ ] private lesson — e a lesson that you go to outside school
6 [ ] uniform — f a place where very young children are looked after during the day

**2 Listen and answer the following questions**

1 Where is Yuna from? ..................
2 What does Yuna have to do at lunch time? ..................
3 What doesn't Yuna have to do at school? ..................

**3 Choose the correct words**

1 Egyptian children *have to* / *don't have to* go to nursery school.
2 At primary school, all children *have to* / *don't have to* wear a uniform.
3 Children *have to* / *don't have to* wear their uniforms after school.
4 All children *have to* / *don't have to* do exams at school.
5 Children *have to* / *don't have to* take private lessons after school.

**4 Answer the questions**

1 What do you have to do before you go to school? ..................
2 What do you have to do when the teacher comes into the classroom? ..................
3 What do you have to do after school? ..................
4 What don't you have to do at the weekend? ..................

18

## 1 Match the words and their meanings

1 Elicit vocabulary for schools that the students have studied in the lesson.

2 Ask them to complete the exercise in pairs and then check the answers as a whole class.

**Answers:**

2 c 3 f 4 a 5 e 6 d

## 2 Listen and answer the following questions

1 Ask the students to read the questions. Explain that they are going to hear a short recording about Yuna and that they should listen and write their answers.

2 Play the recording while students listen and write their answers.

3 Check the answers with the whole class.

**Tapescript**

Voice: *Yuna is Japanese. She goes to secondary school. She doesn't have to wear a uniform, but she has to clean her school at lunchtime.*

**Answers:**

1 She is from Japan.
2 She has to clean her school.
3 She doesn't have to wear a uniform.

## 3 Choose the correct words

1 Elicit the meanings of *have to/don't have to*.

2 Then ask the students to read the example and complete the rest of the task by choosing the correct phrase. Tell them to answer about schools in Egypt.

3 Invite different students to read out the sentences for the rest of the class to say whether they have chosen the correct phrase.

**Answers:**

2 have to 3 don't have to
4 have to 5 don't have to

## 4 Answer the questions

1 Ask the students what the boy is doing and invite example sentences using *have to*.

2 Students then write answers that are true for them. Ask them to compare their answers with a partner, correcting any errors.

3 Invite different students to read out their answers.

**Answers:**

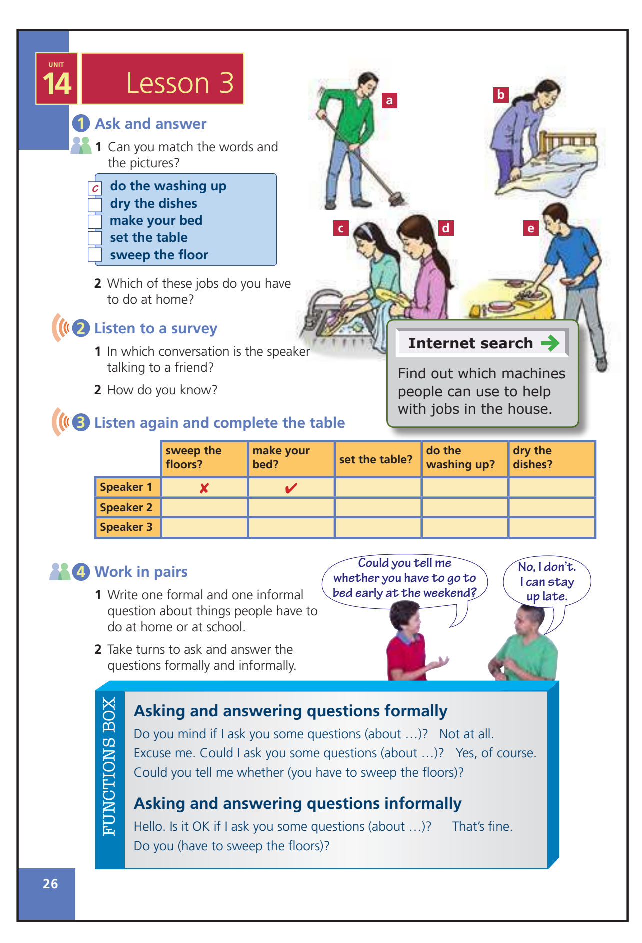
Students' own answers

# LESSON 3 SB page 26

## Outcomes

- To talk about jobs in the home
- To listen to a survey
- To ask and answer questions formally and informally

**SB Page 26**



UNIT 14 Lesson 3

1 Ask and answer

1 Can you match the words and the pictures?

c do the washing up
dry the dishes
make your bed
set the table
sweep the floor

2 Which of these jobs do you have to do at home?

2 Listen to a survey

1 In which conversation is the speaker talking to a friend?

2 How do you know?

Internet search

Find out which machines people can use to help with jobs in the house.

3 Listen again and complete the table

| | sweep the floors? | make your bed? | set the table? | do the washing up? | dry the dishes? |
|---|---|---|---|---|---|
| Speaker 1 | ✗ | ✓ | | | |
| Speaker 2 | | | | | |
| Speaker 3 | | | | | |

4 Work in pairs

1 Write one formal and one informal question about things people have to do at home or at school.

2 Take turns to ask and answer the questions formally and informally.



FUNCTIONS BOX

**Asking and answering questions formally**

Do you mind if I ask you some questions (about …)? Not at all.
Excuse me. Could I ask you some questions (about …)? Yes, of course.
Could you tell me whether (you have to sweep the floors)?

**Asking and answering questions informally**

Hello. Is it OK if I ask you some questions (about …)? That's fine.
Do you (have to sweep the floors)?

26

## 1 Ask and answer

1 Ask the students to look at the pictures in exercise 1 and elicit what the people are doing in each picture.

2 Then ask them to look at the verbs in the box and check their meanings. Students then match them to the pictures. Check answers.

3 Ask the students to discuss the second question in pairs.

4 Ask different students to say which of the jobs they have to do at home. If there is time, ask them to explain other jobs they have to do at home.

***Answers:***

1 a sweep the floor b make your bed
c do the washing up d dry the dishes
e set the table
2 Students' own answers

## 2 Listen to a survey

1 Tell the students that they are going to listen to some young people being asked about the jobs they do at home for a survey.
2 Ask them to read the questions and then play the recording. Ask students to discuss the answers in pairs.
3 Invite students to volunteer their ideas, and play the recording again for confirmation.

**Tapescript**

*Narrator: One*
*Girl 1: Good morning. I'm doing a survey about jobs in the house. Do you mind if I ask you some questions about jobs in the house?*
*Girl 2: Not at all.*
*Girl 1: Which jobs do you have to do in the house? For example, could you tell me whether you have to sweep the floors?*
*Girl 2: No, I don't.*
*Girl 1: Do you have to make your bed?*
*Girl 2: Oh yes, I have to do that every day.*
*Girl 1: What about helping with meals? Could you tell me whether you have to set the table?*
*Girl 2: No, I don't. But I have to do the washing up and dry the dishes, too.*
*Girl 1: Thank you for answering my questions.*

*Narrator: Two*
*Boy 1: Excuse me, could I ask you some questions?*
*Boy 2: Yes, of course.*
*Boy 1: Could you tell me whether you have to sweep the floors at home? Or make your bed?*
*Boy 2: I don't have to sweep the floors, but I have to make my bed.*
*Boy 1: Could you tell me whether you have to set the table?*
*Boy 2: Yes, my sister and I both have to do that.*
*Boy 1: Who has to do the washing up?*
*Boy 2: My sister has to do that. I have to dry the dishes.*

*Narrator: Three*
*Girl 1: Hello, Fareeda! Is it OK if I ask you some questions? It's for my survey.*
*Fareeda: That's fine! What is your survey about?*
*Girl 1: It's about jobs in the house. Which jobs do you have to do at home? Do you have to sweep the floors?*
*Fareeda: Yes, I do. I have to do that every day.*
*Girl 1: Do you have to make your bed?*
*Fareeda: Yes, I do.*
*Girl 1: What other jobs do you have to do in the house?*
*Fareeda: I have to set the table, do the washing up and dry the dishes, too.*
*Girl 1: You are very helpful, Fareeda!*

***Answers:***

Number 3. We know this because of the language they use (*Hello, Fareeda! Is it OK if …, etc.*).

## 3 Listen again and complete the table

1 Ask the students to look at the table and elicit what the cross and tick mean. Then ask them to copy the table into their notebooks.
2 Explain that you are going to play the recording again and that they should listen and put ticks and crosses in the boxes according to what each speaker says.
3 Ask students to check their answers with a partner and play the recording again if necessary.
4 Check answers as a class.
5 Ask the students to compare the speakers with themselves, and ask who they are most similar to in terms of the jobs they have to do at home.

***Answers:***

| | sweep the floors? | make your bed? | set the table? | do the washing up? | dry the dishes? |
|---|---|---|---|---|---|
| Speaker 1 | ✘ | ✔ | ✘ | ✔ | ✔ |
| Speaker 2 | ✘ | ✔ | ✔ | ✘ | ✔ |
| Speaker 3 | ✔ | ✔ | ✔ | ✔ | ✔ |

### 4 Work in pairs

1. Ask the students to listen carefully again to each of the interviews. Ask them to make a note of any phrases which they think are formal or informal.
2. Then ask them to compare their ideas with the phrases in the Functions box.
3. Ask the students to read the examples in the speech bubbles and ask *Is the question formal or informal? How do you know?* (*Formal, because "Could you tell me whether…" is used*).
4. Ask the students to write their questions, referring to the Functions box to help them. Go round and monitor, helping where necessary.
5. Students then work in pairs to ask and answer the questions. Invite different pairs to ask and answer their questions for the rest of the class to listen and identify the formal and informal phrases.

***Answers:***

Students' own answers

### Internet search

1. Ask the students to look at the pictures in exercise 1 again. Ask what equipment they are using (*brush, cloth, etc*.).
2. Now tell the students that they are going to do an internet search to find out about machines people can use to make the jobs easier. Ask them to look at the Internet search box.
3. Ask the students to report their findings to the rest of the class. Write the new vocabulary on the board and model pronunciation by saying the words and asking the students to repeat them after you.
4. Ask which of the machines they use at home to help them with their jobs.

***Suggested answers:***

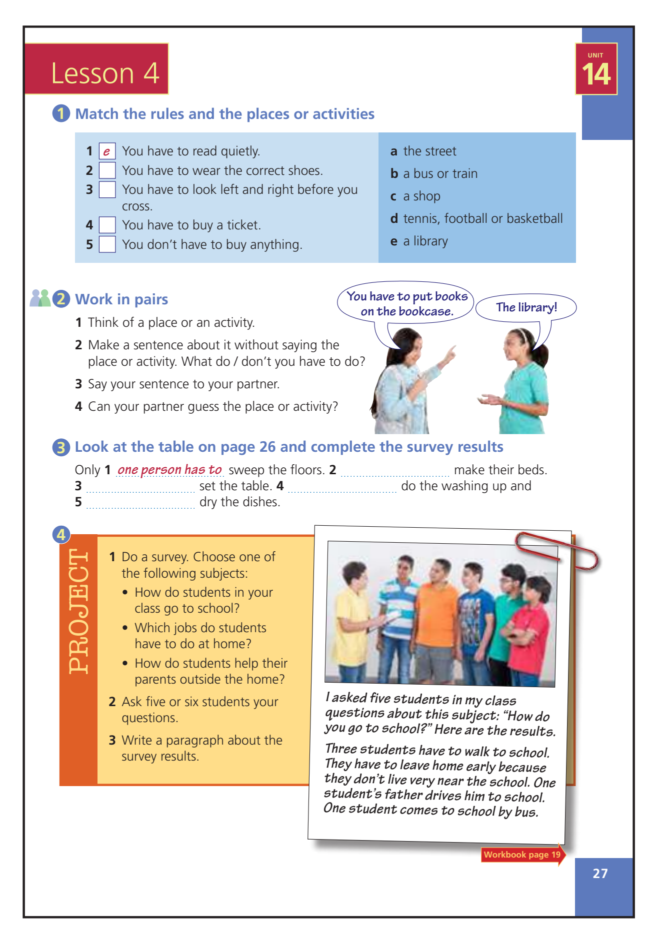
washing machine, dishwasher, vacuum cleaner

## LESSON 4 SB page 27 WB page 19

### Outcomes

- To talk about rules
- To carry out a survey
- To write about the results of the survey

### SB Page 27



Lesson 4

UNIT 14

1 Match the rules and the places or activities

1 *e* You have to read quietly.
2 You have to wear the correct shoes.
3 You have to look left and right before you cross.
4 You have to buy a ticket.
5 You don't have to buy anything.

a the street
b a bus or train
c a shop
d tennis, football or basketball
e a library

2 Work in pairs

1 Think of a place or an activity.
2 Make a sentence about it without saying the place or activity. What do / don't you have to do?
3 Say your sentence to your partner.
4 Can your partner guess the place or activity?



3 Look at the table on page 26 and complete the survey results

Only 1 *one person has to* sweep the floors. 2 ........ make their beds. 3 ........ set the table. 4 ........ do the washing up and 5 ........ dry the dishes.

4 PROJECT

1 Do a survey. Choose one of the following subjects:
- How do students in your class go to school?
- Which jobs do students have to do at home?
- How do students help their parents outside the home?

2 Ask five or six students your questions.
3 Write a paragraph about the survey results.

*I asked five students in my class questions about this subject: "How do you go to school?" Here are the results. Three students have to walk to school. They have to leave home early because they don't live very near the school. One student's father drives him to school. One student comes to school by bus.*

Workbook page 19

27

### 1 Match the rules and the places or activities

1. Ask the students to list a few school rules in order to elicit *have to/don't have to*.
2. Then ask them to look at the rules on the left and guess the places where the rules belong to.
3. Students then complete the task in pairs.
4. Check answers.

***Answers:***

2 d 3 a 4 b 5 c

### 2 Work in pairs

1 Ask the students to think of some places and activities and write their ideas on the board.
2 Ask students to read the instructions and the example.
3 Model the activity by making a rule for one of the places/activities like the example in the speech bubble. Students guess the place/activity.
4 Students then make their own sentences for their partner to guess. Remind them to use *have to/ don't have to*. Go round and monitor, helping where necessary.
5 Ask different students to say their rules for the rest of the class to guess the place/activity.

***Answers:***

Students' own answers

### 3 Look at the table on page 26 and complete the survey results

1 Ask what the survey they listened to was about. Then ask them to turn to page 26 and look again at the table in exercise 3.
2 Draw their attention to the survey results and ask them to use the information in the table to complete the summary.
3 Students complete the task in pairs.
4 Check answers.

***Answers:***

2 Three people/All the people have to
3 Two people have to
4 Two people have to
5 three people/all the people have to

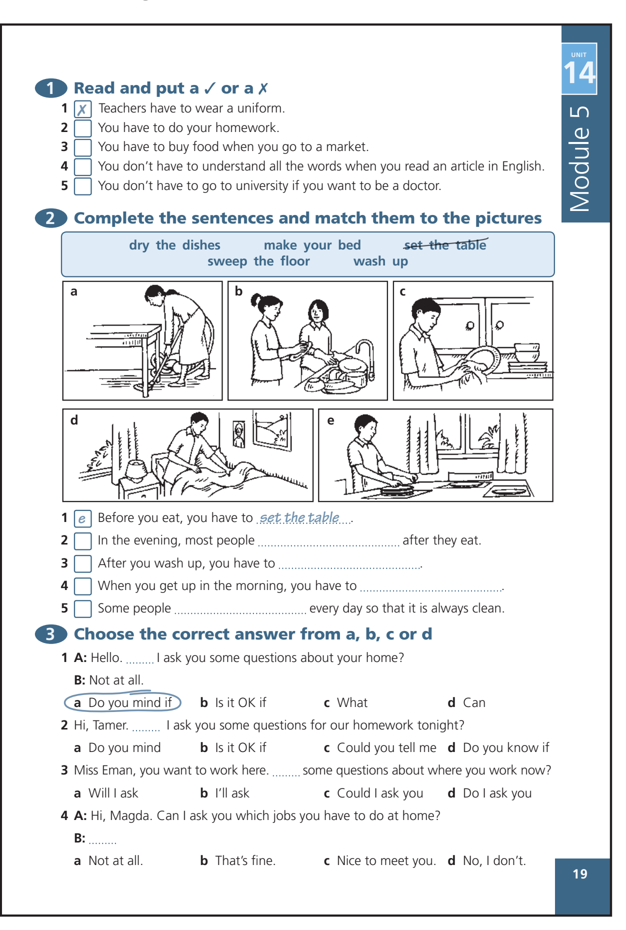
### 4 Project

1 Tell the students that now they are going to carry out their own survey. Ask them to read the instructions and to choose one of the subjects in question 1.
2 Ask them to prepare a page in their notebook. Ask them to write their question at the top of the page and the numbers 1 to 6 down the page, leaving space to write answers for each interviewee.
3 The students then mingle and ask their question to six other students, making a note of their name and response.
4 Ask the students to return to their desks and read the paragraph. Explain that they are going to write a similar paragraph about the results of their own survey.
5 Ask what kind of information is included in the model paragraph (*the number of people questioned, the question that was asked, and the results*).
6 Ask the students to write their paragraphs individually, using the example paragraph to help them. Go round and monitor while they are working, helping where necessary.
7 When they have finished writing, ask them to compare their paragraphs with their partner, correcting each other's grammar and spelling. Then invite volunteers to read out their paragraphs for the class.

***Answers:***

Students' own answers

### WB Page 19



Unit 14 Module 5

**1 Read and put a ✓ or a ✗**

1 ✗ Teachers have to wear a uniform.
2 ☐ You have to do your homework.
3 ☐ You have to buy food when you go to a market.
4 ☐ You don't have to understand all the words when you read an article in English.
5 ☐ You don't have to go to university if you want to be a doctor.

**2 Complete the sentences and match them to the pictures**

dry the dishes · make your bed · ~~set the table~~ · sweep the floor · wash up

a b c d e

1 e Before you eat, you have to *set the table*.
2 ☐ In the evening, most people ........................ after they eat.
3 ☐ After you wash up, you have to ........................ .
4 ☐ When you get up in the morning, you have to ........................ .
5 ☐ Some people ........................ every day so that it is always clean.

**3 Choose the correct answer from a, b, c or d**

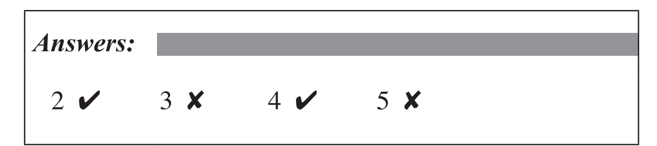
1 **A:** Hello. ......... I ask you some questions about your home?
**B:** Not at all.
a Do you mind if   b Is it OK if   c What   d Can
2 Hi, Tamer. ......... I ask you some questions for our homework tonight?
a Do you mind   b Is it OK if   c Could you tell me   d Do you know if
3 Miss Eman, you want to work here. ......... some questions about where you work now?
a Will I ask   b I'll ask   c Could I ask you   d Do I ask you
4 **A:** Hi, Magda. Can I ask you which jobs you have to do at home?
**B:** .........
a Not at all.   b That's fine.   c Nice to meet you.   d No, I don't.

19

### 1 Read and put a ✔ or a ✘

1 Ask the students to look at the example and ask a confident student to explain what to do.

2 Students complete the task by putting ticks or crosses in the boxes as appropriate.
3 Check and discuss the answers as a class.

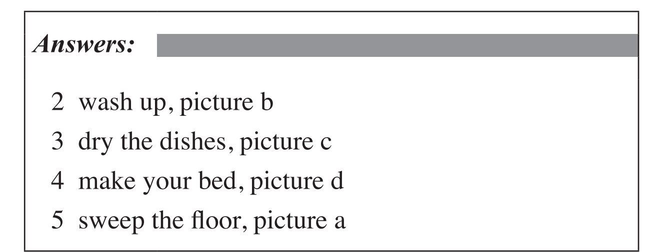


***Answers:***

2 ✔ 3 ✘ 4 ✔ 5 ✘

## 2 Complete the sentences and match them to the pictures

1 Elicit some of the jobs people do at home.
2 Then ask the students to read the example and explain that they have to complete the rest of the sentences with phrases from the box.
3 When they have finished, invite different students to read out the completed sentences. Then ask them to match the sentences with the pictures, as in the example.

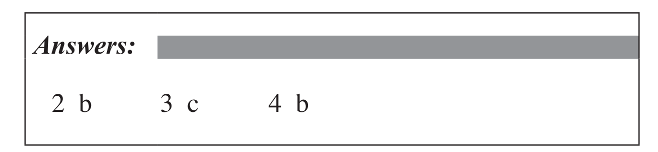


***Answers:***

2 wash up, picture b
3 dry the dishes, picture c
4 make your bed, picture d
5 sweep the floor, picture a

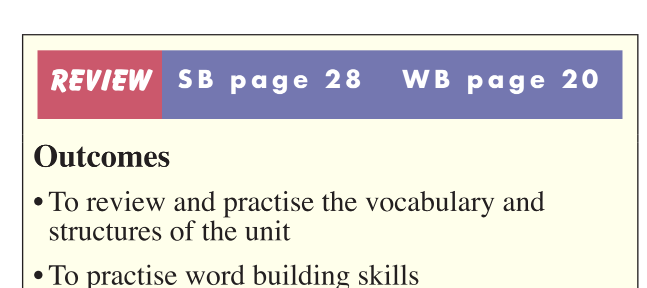
## 3 Choose the correct answer from a, b, c or d

1 Elicit the formal and informal phrases from the Functions box on page 26.
2 Then ask the students to complete the exercise in pairs. Remind them to think about whether the situation is formal or informal.
3 Check answers as a class.



***Answers:***

2 b 3 c 4 b



**REVIEW** **SB page 28** **WB page 20**

**Outcomes**

- To review and practise the vocabulary and structures of the unit
- To practise word building skills

**Before using the book:**

- Write **Schools around the world** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

**SB Page 28**

UNIT 14 Review

Now you can …

- use words to talk about school and learning

1 Match to make sentences

1 [b] My brother is sixteen. He's at
2 [ ] His sister is seven. She's at
3 [ ] Children aged four to six go to
4 [ ] Most students in Egypt have to wear

a a uniform.
b secondary school.
c nursery school.
d primary school.

- use *have / has to* and *don't / doesn't have to* for obligation

2 Complete the sentences with the correct form of *have / has to* or *don't / doesn't have to*

We all 1 *have to* do jobs in our family. My sister Huda 2 ........ do the washing up, but she 3 ........ dry the dishes.

My brother Ashraf 4 ........ dry the dishes. He and Huda 5 ........ make their beds, but they 6 ........ set the table.

7 ........ set the table. That's my job! What jobs do you 8 ........ do in your house?



- ask formal and informal questions.

3 Complete the questions. Are they formal (*F*) or informal (*I*)?

1 [F] you / mind / I / do / if *Do you mind if* I ask you some questions?
2 [ ] tell / me / you / could ........ whether you have to wear a uniform?
3 [ ] I / could / you / ask ........ some questions?
4 [ ] it / you / OK / is / if ........ I ask you something?

Word building skills

The negative forms of adjectives are often different. Many adjectives use the prefixes *un-*, *im-* or *in-*. Learn these forms:

*unnecessary (= not necessary)*
*impossible (= not possible)*
*informal (= not formal)*

Workbook page 20

28

## 1 Match to make sentences

1 Elicit the words connected with schools and learning that the students have studied in the unit. Then ask the students to describe the phrases on the right.
2 Students then match the sentence halves.
3 Invite different students to read out the whole sentences.

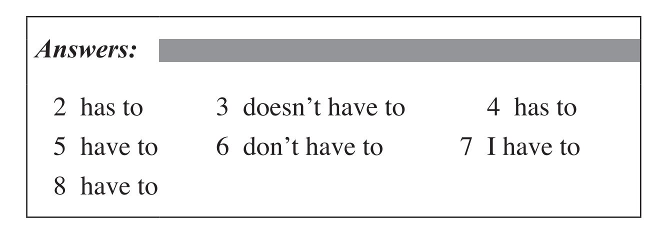
***Answers:***

2 d 3 c 4 a

## 2 Complete the sentences with the correct form of *have/has to* or *don't/doesn't have to*

1 Ask the students to give you some example sentences using *have/has to* or *don't/doesn't have to* and to explain the difference between them.
2 Then ask them to read the example sentence and check that they understand what to do. Remind them to use the list on the right.

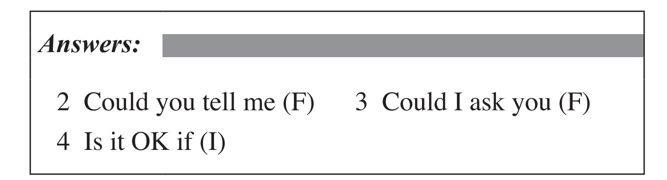
3 The students complete the exercise individually and check their answers in pairs. Then check the answers as a whole class.


*Answers:*

2 has to 3 doesn't have to 4 has to
5 have to 6 don't have to 7 I have to
8 have to

### 3 Complete the questions. Are they formal (*F*) or informal (*I*)?

1 Elicit the formal and informal questions and answers that the students have studied in the unit.
2 The students then complete the questions using the prompts, as in the example. They then decide whether the phrase is formal or informal and write *F* or *I* in the box.
3 Check the answers as a whole class.

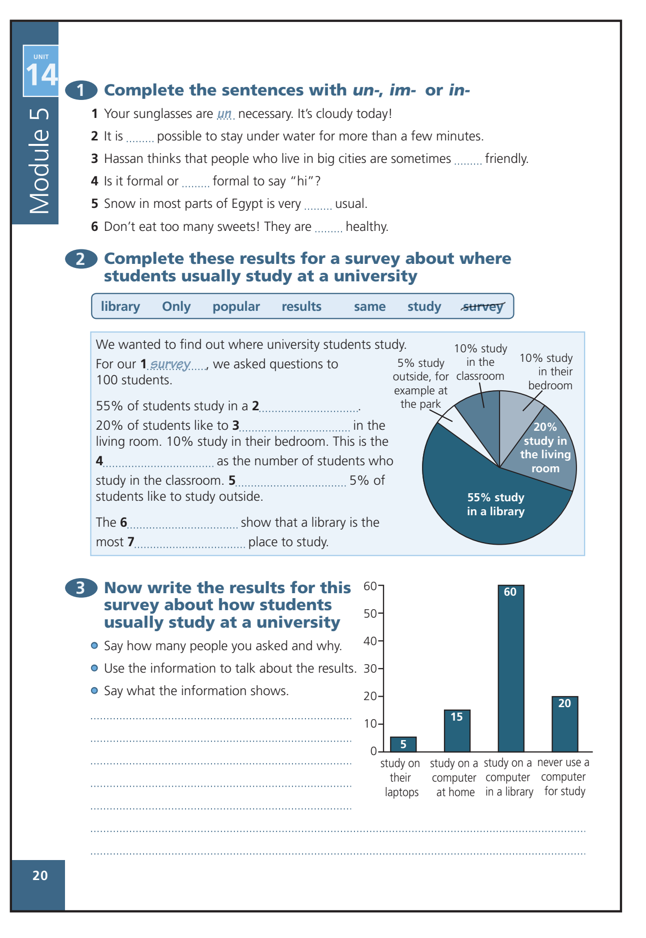

*Answers:*

2 Could you tell me (F) 3 Could I ask you (F)
4 Is it OK if (I)

### Word building skills

1 Write the positive adjectives on the board and ask the students whether they know the opposite forms.
2 Then ask them to read the Word building skills box. Explain that there are no real rules for prefixes and that they will need to memorise the examples.
3 Ask whether students can think of any other words which use the negative prefixes, for example, *unhappy*.

## WB Page 20


UNIT 14

Module 5

1 Complete the sentences with *un-*, *im-* or *in-*

1 Your sunglasses are *un* necessary. It's cloudy today!
2 It is ........ possible to stay under water for more than a few minutes.
3 Hassan thinks that people who live in big cities are sometimes ........ friendly.
4 Is it formal or ........ formal to say "hi"?
5 Snow in most parts of Egypt is very ........ usual.
6 Don't eat too many sweets! They are ........ healthy.

2 Complete these results for a survey about where students usually study at a university

library Only popular results same study ~~survey~~

We wanted to find out where university students study. For our 1 *survey*, we asked questions to 100 students.

55% of students study in a 2 ................ . 20% of students like to 3 ................ in the living room. 10% study in their bedroom. This is the 4 ................ as the number of students who study in the classroom. 5 ................ 5% of students like to study outside.

The 6 ................ show that a library is the most 7 ................ place to study.



3 Now write the results for this survey about how students usually study at a university

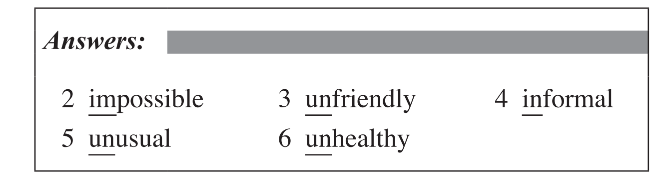
- Say how many people you asked and why.
- Use the information to talk about the results.
- Say what the information shows.



20

### 1 Complete the sentences with *un-*, *im-* or *in-*

1 Ask the students what they remember about making adjectives negative.
2 Then ask them to look at the example and explain that they have to add one of the prefixes to the adjectives after each space. Students complete the exercise in pairs.
3 Check the answers as a whole class.


*Answers:*

2 impossible 3 unfriendly 4 informal
5 unusual 6 unhealthy

### 2 Complete these results for a survey about where students usually study at a university

1 Ask the students to look at the words in the box and elicit their meanings.
2 Students then complete the text using the pie chart to help them. Ask them to complete the exercise individually and then compare their answers with a partner.
3 Check answers as a whole class.

**Answers:**

| | | |
|---|---|---|
| 2 library | 3 study | 4 same |
| 5 Only | 6 results | 7 popular |

**3 Now write the results for this survey about how students usually study at a university**

**1** Tell the students that they are going to write a paragraph like the one in exercise 2.

**2** Ask them to look at the bar chart and elicit descriptions orally before they start writing. Refer them to the prompts and ask them to plan their work before they start writing.

**3** They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their paragraphs with a partner to read and check the spelling and grammar.

**4** Finally, invite different students to read out their paragraphs for the class.

**Answers:**

Students' own answers

## Assessment

### Speaking task

***Outcome: to ask and answer questions formally and informally***

Use SB page 26, exercises 3 and 4

Using the prompts from the table in exercise 3, ask a mixture of formal and informal questions to students. Students must respond appropriately using formal and informal phrases in their replies. Alternatively, assess students in pairs. Allow them time to prepare two formal and three informal questions before asking and answering in turn.

### Reading task

***Outcome: to use short answers to respond to questions using 'have to'***

Use SB page 24, exercise 2 text

Write the following questions on the board:

**1 Do children in Egypt have to go to school when they are four years old?**

**2 Do Egyptian students have to wear a uniform?**

**3 Do Japanese students have to practise sports or music after school?**

**4 Do Japanese students have to clean their school at lunch time?**

**5 Do students in Brazil have to go to school at six o'clock in the morning?**

Students read the texts again and answer the questions using appropriate short answers.

### Writing task

***Outcome: to use* have to/don't have to**

Use SB page 25, exercise 3

Students write two sentences for each of the prompts, one using *have to* and one using *don't have to* (six sentences in total).

### Listening task

***Outcome: to understand formal/informal questions***

Use the tapescript for SB page 26, exercises 2 and 3

Using the tapescript, read out the questions from one of the interviews. Students listen carefully and say whether the questions are formal or informal.

UNIT

# 15 Our earth

**SB pages 29–33  WB pages 21–23**

## Objectives

**Grammar**

The first conditional

**Reading**

Reading a science magazine article

**Listening**

Listening to a science lesson

**Speaking**

Talking about quantities

**Writing**

Writing about quantities and opinions

## LESSON 1  SB page 29

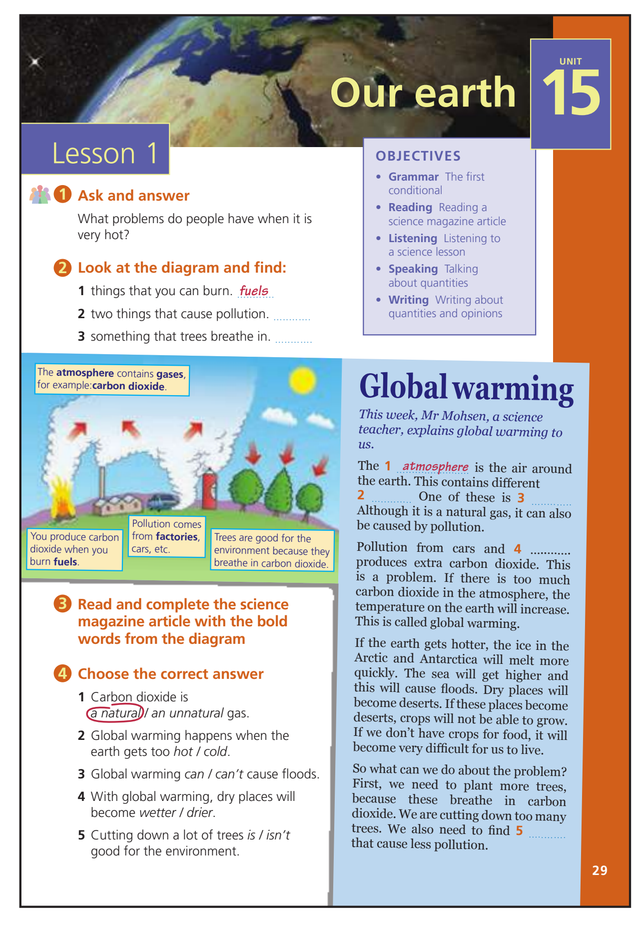
### Outcomes

- To talk about global warming
- To read about the global warming and answer questions

### Before using the book:

- Write the title of the unit **Our earth** on the board and elicit the meaning. Ask which environmental problems are damaging our earth.
- Then have a class discussion about global warming. Ask students what they know about it, what problems it causes, and how we can prevent it.
- Tell them that they are going to find out more about global warming and our environment in the unit.

### SB Page 29



Our earth

UNIT 15

Lesson 1

OBJECTIVES

- **Grammar** The first conditional
- **Reading** Reading a science magazine article
- **Listening** Listening to a science lesson
- **Speaking** Talking about quantities
- **Writing** Writing about quantities and opinions

**1 Ask and answer**

What problems do people have when it is very hot?

**2 Look at the diagram and find:**

1 things that you can burn. *fuels*

2 two things that cause pollution. ...........

3 something that trees breathe in. ...........



**3 Read and complete the science magazine article with the bold words from the diagram**

**4 Choose the correct answer**

1 Carbon dioxide is *a natural* / *an unnatural* gas.

2 Global warming happens when the earth gets too *hot* / *cold*.

3 Global warming *can* / *can't* cause floods.

4 With global warming, dry places will become *wetter* / *drier*.

5 Cutting down a lot of trees *is* / *isn't* good for the environment.

**Global warming**

*This week, Mr Mohsen, a science teacher, explains global warming to us.*

The 1 *atmosphere* is the air around the earth. This contains different 2 ........... One of these is 3 ........... Although it is a natural gas, it can also be caused by pollution.

Pollution from cars and 4 ........... produces extra carbon dioxide. This is a problem. If there is too much carbon dioxide in the atmosphere, the temperature on the earth will increase. This is called global warming.

If the earth gets hotter, the ice in the Arctic and Antarctica will melt more quickly. The sea will get higher and this will cause floods. Dry places will become deserts. If these places become deserts, crops will not be able to grow. If we don't have crops for food, it will become very difficult for us to live.

So what can we do about the problem? First, we need to plant more trees, because these breathe in carbon dioxide. We are cutting down too many trees. We also need to find 5 ........... that cause less pollution.

29

### 1 Ask and answer

1 Draw attention to the Objectives box on page 29, which refers to the objectives of the unit, and explain in Arabic if necessary.

2 Ask the students to discuss the question in small groups.

3 Invite the groups to share their ideas and have a short class discussion.

***Suggested answers:***

It is difficult to stay outside in summer or to do activities such as sports, etc. People can become ill if they get too hot.

### 2 Look at the diagram and find:

1 Ask the students to read the prompts and check understanding.

2 Then ask them to look at the diagram and find the answers.

3 Check the answers with the whole class.

***Answers:***

2 factories, cars  3 carbon dioxide

### 3 Read and complete the science magazine article with the bold words from the diagram

1. Ask the students to read the title of the text and ask them what kind of information they think it might include.
2. Then ask them to read the text more carefully and complete it with the words from the diagram. Remind them not to worry about any words they don't know at this point.
3. Invite different students to give their answers.

***Answers:***

| | |
|---|---|
| 2 gases | 3 carbon dioxide |
| 4 factories | 5 fuels |

### 4 Choose the correct answer

1. Ask the students to read the text again and choose the correct answers, as in the example.
2. Check the answers with the whole class.
3. Then ask students to identify any words they don't know and discuss their meaning with a partner. Confirm definitions as a whole class.
4. Ask the students whether they think there have been any changes in the environment where they live in their lifetime, and what they can do to prevent the situation getting worse.

***Answers:***

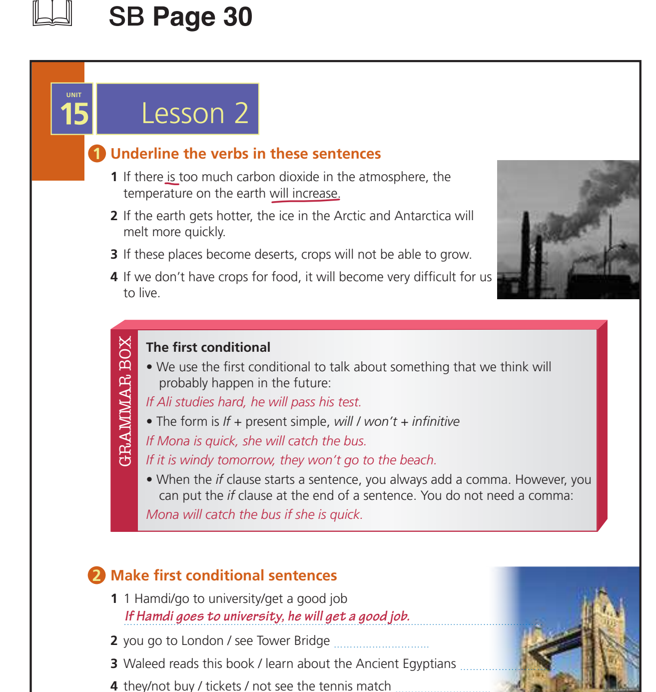
| | | | |
|---|---|---|---|
| 2 hot | 3 can | 4 drier | 5 isn't |

## LESSON 2 SB page 30 WB page 21

### Outcomes

- To use the first conditional

### SB Page 30



UNIT 15 Lesson 2

**1 Underline the verbs in these sentences**

1 If there is too much carbon dioxide in the atmosphere, the temperature on the earth will increase.
2 If the earth gets hotter, the ice in the Arctic and Antarctica will melt more quickly.
3 If these places become deserts, crops will not be able to grow.
4 If we don't have crops for food, it will become very difficult for us to live.

GRAMMAR BOX

**The first conditional**

- We use the first conditional to talk about something that we think will probably happen in the future:
  *If Ali studies hard, he will pass his test.*
- The form is *If* + present simple, *will / won't + infinitive*
  *If Mona is quick, she will catch the bus.*
  *If it is windy tomorrow, they won't go to the beach.*
- When the *if* clause starts a sentence, you always add a comma. However, you can put the *if* clause at the end of a sentence. You do not need a comma:
  *Mona will catch the bus if she is quick.*

**2 Make first conditional sentences**

1 1 Hamdi/go to university/get a good job
*If Hamdi goes to university, he will get a good job.*
2 you go to London / see Tower Bridge ..........
3 Waleed reads this book / learn about the Ancient Egyptians ..........
4 they/not buy / tickets / not see the tennis match ..........
5 I see Hassan / tell him about our family party ..........
6 you/not listen / not understand the lesson ..........

**3 Complete the following sentences**

1 If it's very hot tomorrow, ...
2 If I finish my homework early, ...
3 If my mother's tired tonight, ...
4 If you phone me tonight, ...



Workbook page 21

30

### 1 Underline the verbs in these sentences

1. Write the example sentence on the board and elicit the verb forms. Circle *If* at the beginning of the sentence.
2. Ask the students to work in small groups to discuss the meaning of the sentence. Ask them to decide what the function of *If* is. Go round and monitor as they are working, helping where necessary.
3. Invite the students to offer their suggestions but do not confirm them at this point. Then ask them to read the Grammar box to check their ideas.
4. Ask the students to complete the task, underlining the verb forms. While they are working, write the remaining sentences on the board.
5. Check answers by inviting different students to come to the board and underline the verb forms.
6. Ask the students to turn the sentences around so that they do not begin with *if*. Go round and monitor, helping where necessary.
7. Check the answers by asking different students to write the sentences on the board. Ask the rest of the class to decide whether they are

grammatically correct and to make corrections if necessary. (1 *The temperature on the earth will increase if there is too much carbon dioxide in the atmosphere*. 2 *The ice in the Arctic and Antarctica will melt more quickly if the earth gets hotter.* 3 *Crops will not be able to grow if these places become deserts*. 4 *It will become very difficult for us to live if we don't have crops for food*.).

***Answers:***

2 If the earth gets hotter, the ice in the Arctic and Antarctica will melt more quickly.
3 If these places become deserts, crops will not be able to grow.
4 If we don't have crops for food, it will become very difficult for us to live.

### 2 Make first conditional sentences

1 Write the prompts for the example on the board and construct the sentence as a class, using the first conditional.
2 Students then complete the exercise in pairs.
3 Invite different students to read out their completed sentences.

***Answers:***

2 If you go to London, you will see Tower Bridge.
3 If Waleed reads this book, he will learn about the Ancient Egyptians.
4 If they don't buy tickets, they will not see the tennis match.
5 If I see Hassan, I will tell him about our family party.
6 If you don't listen, you will not understand the lesson.

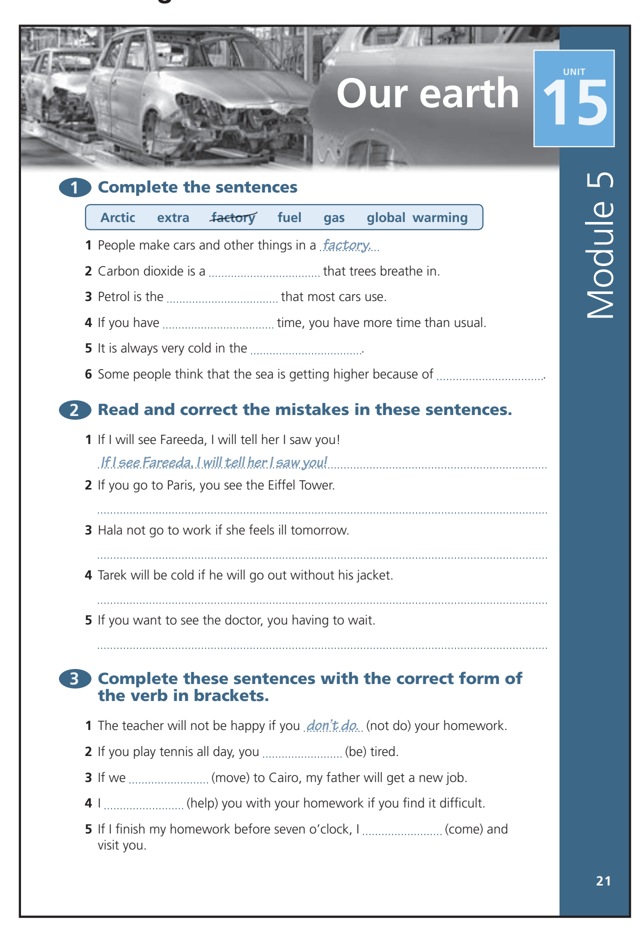
### 3 Complete the following sentences

1 Ask the students to read the example in the speech bubble. Explain that they have to continue in a similar way using the first conditional.
2 Students work in pairs to complete the sentences. Remind them to refer to the Grammar box if necessary. Go round and monitor as they are working, helping where necessary.
3 Invite different students to say their sentences for the rest of the class to check correct usage of the first conditional.

***Suggested answers:***

2 If I finish my homework early, I will play tennis with my brother.
3 If my mother's tired tonight, I will cook dinner.
4 If you phone me tonight, we will talk about school.

## WB Page 21



Our earth

UNIT 15

Module 5

**1 Complete the sentences**

Arctic extra ~~factory~~ fuel gas global warming

1 People make cars and other things in a *factory*
2 Carbon dioxide is a .................. that trees breathe in.
3 Petrol is the .................. that most cars use.
4 If you have .................. time, you have more time than usual.
5 It is always very cold in the ...................
6 Some people think that the sea is getting higher because of ...................

**2 Read and correct the mistakes in these sentences.**

1 If I will see Fareeda, I will tell her I saw you!
*If I see Fareeda, I will tell her I saw you!*
2 If you go to Paris, you see the Eiffel Tower.
..................
3 Hala not go to work if she feels ill tomorrow.
..................
4 Tarek will be cold if he will go out without his jacket.
..................
5 If you want to see the doctor, you having to wait.
..................

**3 Complete these sentences with the correct form of the verb in brackets.**

1 The teacher will not be happy if you *don't do* (not do) your homework.
2 If you play tennis all day, you .................. (be) tired.
3 If we .................. (move) to Cairo, my father will get a new job.
4 I .................. (help) you with your homework if you find it difficult.
5 If I finish my homework before seven o'clock, I .................. (come) and visit you.

21

### 1 Complete the sentences

1 Elicit words connected with global warming. Then ask the students to look at the example and complete the rest of the exercise in a similar way.
2 Invite different students to read out the completed sentences.

***Answers:***

| | | |
|---|---|---|
| 2 gas | 3 fuel | 4 extra |
| 5 Arctic | 6 global warming | |

## 2 Read and correct the mistakes in these sentences

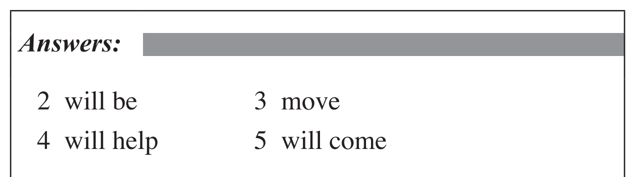
1. Ask the students to look at the example sentence and elicit the mistake.
2. Then ask the students to identify and correct the mistakes in the rest of the sentences.
3. Check the answers as a whole class.

***Answers:***

2 If you go to Paris, you will see the Eiffel Tower.
3 Hala will not go to work if she feels ill tomorrow.
4 Tarek will be cold if he goes out without his jacket.
5 If you want to see the doctor, you will have to wait.

## 3 Complete these sentences with the correct form of the verb in brackets

1. Ask the students to look at the example and explain that they have to complete the rest of the sentences in a similar way.
2. Students then complete the task in pairs.
3. Invite different students to read out the completed sentences and ask the rest of the class to check whether the first conditional is used correctly.



***Answers:***

| | |
|---|---|
| 2 will be | 3 move |
| 4 will help | 5 will come |

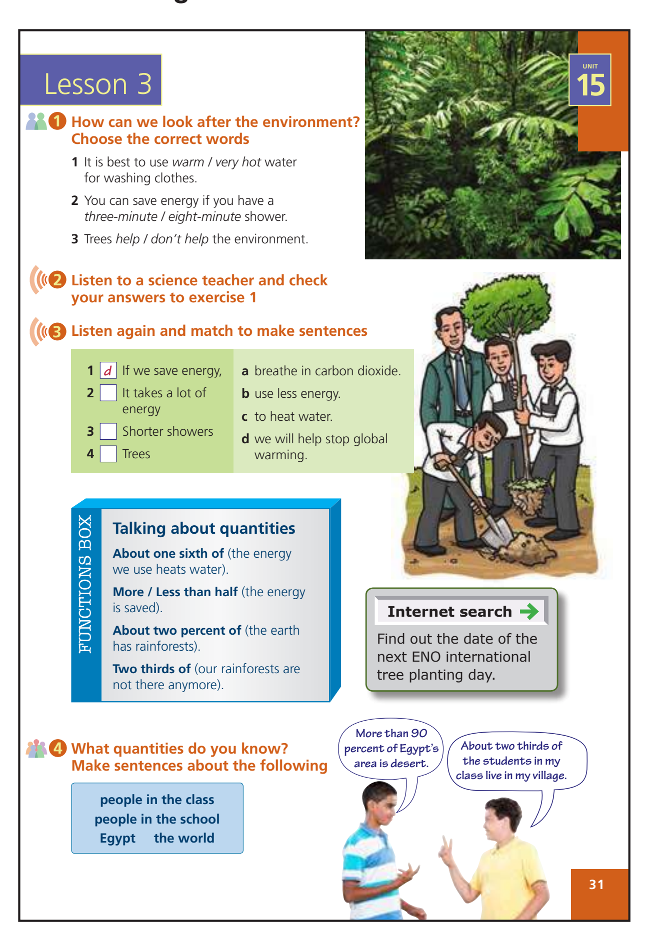
## LESSON 3 SB page 31

### Outcomes

- To talk about the environment
- To listen to a science teacher and answer questions
- To talk about quantities
- To carry out an internet search about the next ENO international tree planting day



### SB Page 31




## 1 How can we look after the environment? Choose the correct words

1. Ask the students the question and invite them to make suggestions.
2. Put the students in pairs to complete the exercise.
3. Invite them to share their ideas but do not confirm their answers at this point.

## 2 Listen to a science teacher and check your answers to exercise 1

1. Tell the students that they are going to listen to a science teacher and check their answers to exercise 1.
2. Play the recording for them to listen and check.
3. Check answers.

**Tapescript**

*Teacher:* *Today we're going to talk about how to protect the environment. Most of us know that global warming is one of the biggest problems for our world. Most global warming is caused when we burn fuel for energy. So if we save*

*(continued over)*

*energy, we'll also help to stop global warming. Try to save energy at home. About one sixth of the energy we use is to heat water, so try to use less hot water. When we wash our clothes, it's better to use warm water instead of very hot water. Also, try to have shorter showers. Most showers take about eight minutes. In a three-minute shower, more than half the energy is saved. Another thing people can do to help the environment is to plant trees. As you know, trees breathe in carbon dioxide. We need more trees. About two percent of the earth has rainforests, but people are cutting down trees in rainforests every day. Two thirds of the earth's rainforests are not there anymore. And it's not just rainforests that are in danger. We are cutting down trees and plants all over the world, even in Egypt. So, why don't we plan a day to plant trees!*

***Answers:***

1 warm　　2 three-minute　　3 help

### 3 Listen again and match to make sentences

1 Ask the students why they think the ideas in exercise 1 are good for the environment.
2 Play the recording and ask the students to listen and match the sentence halves according to what they hear.
3 Go through the answers with the class.

***Answers:***

2 c　　3 b　　4 a

### 4 What quantities do you know? Make sentences about the following

1 Ask the students to read the phrases in the Functions box and check any unknown words. Then play the recording again for them to listen and identify which phrases the speaker uses (*all of them*).
2 Invite two students to read out the example in the speech bubbles. Then draw their attention to the prompts in the box and ask them to work in pairs to make similar sentences, using the topic ideas and phrases from the Functions box.
3 Go round and monitor, helping where necessary.
4 Invite different pairs of students to talk about one of the topics for the rest of the class to listen and check that the phrases are used correctly.

***Answers:***

Students' own answers

### Internet search

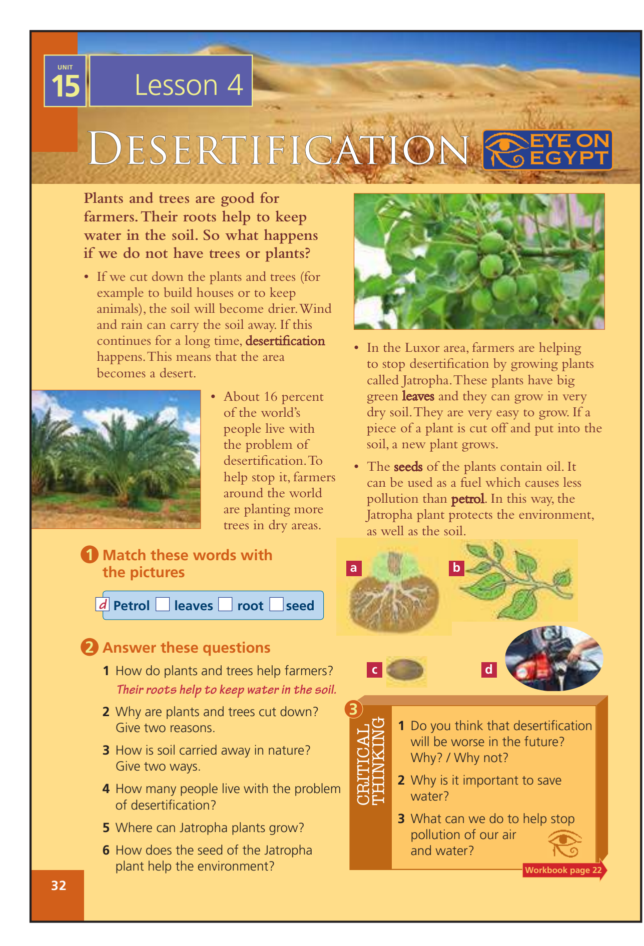
1 Ask the students whether they have heard about the ENO international tree planting day and what they know about it.
2 Then ask them to read the Internet search box and ask them to find out when the next day is.
3 Students present their findings to the rest of the class. Ask them why they think this day is important (*because planting more trees is good for the environment*).

## LESSON 4 SB page 32 WB page 22

### Outcomes

- To read about desertification
- To talk about saving water and reducing pollution

SB Page 32



UNIT 15 Lesson 4

DESERTIFICATION

EYE ON EGYPT

Plants and trees are good for farmers. Their roots help to keep water in the soil. So what happens if we do not have trees or plants?

- If we cut down the plants and trees (for example to build houses or to keep animals), the soil will become drier. Wind and rain can carry the soil away. If this continues for a long time, **desertification** happens. This means that the area becomes a desert.
- About 16 percent of the world's people live with the problem of desertification. To help stop it, farmers around the world are planting more trees in dry areas.
- In the Luxor area, farmers are helping to stop desertification by growing plants called Jatropha. These plants have big green **leaves** and they can grow in very dry soil. They are very easy to grow. If a piece of a plant is cut off and put into the soil, a new plant grows.
- The **seeds** of the plants contain oil. It can be used as a fuel which causes less pollution than **petrol**. In this way, the Jatropha plant protects the environment, as well as the soil.

1 Match these words with the pictures

d Petrol ☐ leaves ☐ root ☐ seed

2 Answer these questions

1 How do plants and trees help farmers?
*Their roots help to keep water in the soil.*
2 Why are plants and trees cut down? Give two reasons.
3 How is soil carried away in nature? Give two ways.
4 How many people live with the problem of desertification?
5 Where can Jatropha plants grow?
6 How does the seed of the Jatropha plant help the environment?

3 CRITICAL THINKING

1 Do you think that desertification will be worse in the future? Why? / Why not?
2 Why is it important to save water?
3 What can we do to help stop pollution of our air and water?

Workbook page 22

32

## 1 Match these words with the pictures

1 Write **deserts** on the board and elicit what the students know about the desert in Egypt and what life is like for people and animals there.

2 Ask the students to read the title of the text. Ask them to work in small groups to discuss what they think this is and what negative effect desertification might have on the environment.

3 Then ask them to predict what information the text might include.

4 Students then read the text quickly and check their ideas before matching the words and pictures. Remind them not to worry about any words in the text that they don't know at this point.

5 Check answers, then ask them to summarise what they have learned about the Jatropha plant.

***Answers:***

b leaves　　a root　　c seed

## 2 Answer these questions

1 Ask the students to read the questions and find the answers in the text.

2 Check answers and ask students to identify the part of the text where they found the answer.

3 Ask students to identify any words they didn't know and elicit meanings from the rest of the class.

***Answers:***

2 to build houses and to keep animals
3 by wind and by rain
4 about 16 percent of the world's population
5 They can grow in very dry soil.
6 The oil from the seed can be used as a fuel which causes less pollution than petrol.

## 3 Critical thinking

1 Ask the students to read the questions.

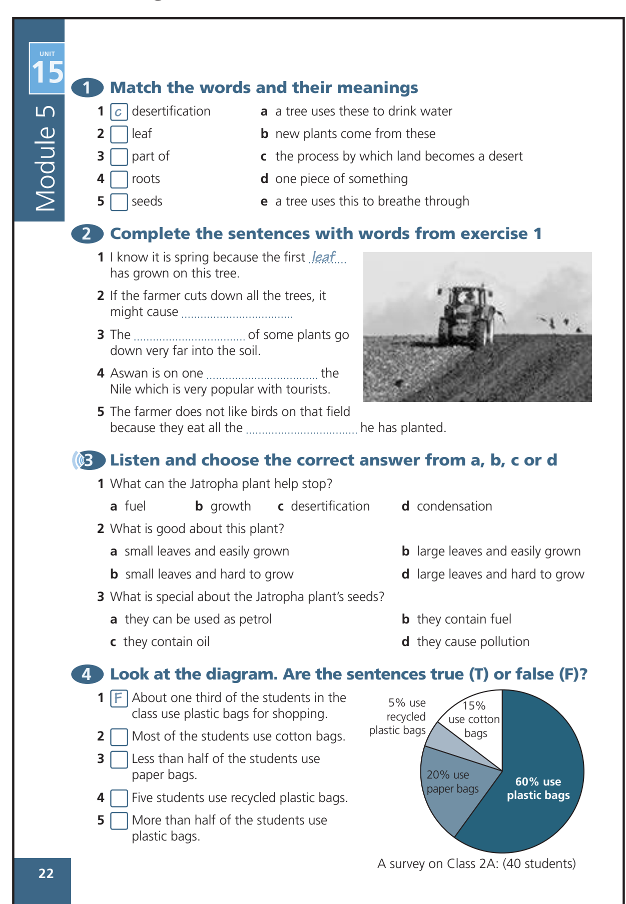
2 Then ask them to work in pairs or small groups to discuss the questions. Go round and monitor, offering suggestions if necessary.

3 Hold a brief class discussion, encouraging students to share their ideas.

***Suggested answers:***

1 Yes, if global warming continues and places become drier.
2 Because fresh water is a limited resource on the earth.
3 We can use cleaner cars or public transport, reduce chemical waste from factories and so on.

WB Page 22


UNIT 15

Module 5

**1 Match the words and their meanings**

1 [c] desertification — a a tree uses these to drink water
2 [ ] leaf — b new plants come from these
3 [ ] part of — c the process by which land becomes a desert
4 [ ] roots — d one piece of something
5 [ ] seeds — e a tree uses this to breathe through

**2 Complete the sentences with words from exercise 1**

1 I know it is spring because the first ..leaf.... has grown on this tree.
2 If the farmer cuts down all the trees, it might cause ..................................
3 The .................................. of some plants go down very far into the soil.
4 Aswan is on one .................................. the Nile which is very popular with tourists.
5 The farmer does not like birds on that field because they eat all the .................................. he has planted.

**3 Listen and choose the correct answer from a, b, c or d**

1 What can the Jatropha plant help stop?
a fuel b growth c desertification d condensation
2 What is good about this plant?
a small leaves and easily grown b large leaves and easily grown
b small leaves and hard to grow d large leaves and hard to grow
3 What is special about the Jatropha plant's seeds?
a they can be used as petrol b they contain fuel
c they contain oil d they cause pollution

**4 Look at the diagram. Are the sentences true (T) or false (F)?**

1 [F] About one third of the students in the class use plastic bags for shopping.
2 [ ] Most of the students use cotton bags.
3 [ ] Less than half of the students use paper bags.
4 [ ] Five students use recycled plastic bags.
5 [ ] More than half of the students use plastic bags.

5% use recycled plastic bags
15% use cotton bags
20% use paper bags
60% use plastic bags

A survey on Class 2A: (40 students)

22

## 1 Match the words and their meanings

1 Ask the students what they remember about desertification.
2 Then ask them to look at the example and explain that they have to match the words and definitions.
3 Students complete the exercise in pairs. Then go through the answers with the whole class.

***Answers:***

2 e 3 d 4 a 5 b

## 2 Complete the sentences with words from exercise 1

1 Ask the students to read the example sentence and complete the rest of the sentences with words from exercise 1.
2 Check the answers by inviting different students to read out the completed sentences.

***Answers:***

2 desertification 3 roots
4 part of 5 seeds

## 3 Listen and choose the correct answer from a, b, c or d

1 Ask the students to read the questions and options. Explain that they are going to hear some information about the Jatropha plant and that they should listen and choose the correct answer.
2 Play the recording while the students listen and complete the task.
3 Check the answers as a whole class.

**Tapescript**

Narrator: *The Jatropha plant can help stop desertification. It has big leaves and can be grown easily. Its seeds contain oil that be used as fuel.*

***Answers:***

1 c 2 b 3 c

## 4 Look at the diagram. Are the sentences true (*T*) or false (*F*)?

1 Ask the students to look at the pie chart and ask them what they think it represents.
2 Then ask the students to work in pairs to read each statement and decide whether it is true or false according to the pie chart.
3 Invite different students to give their answers and correct the false statements. Ask which bags they use and which ones they think are better for the environment (*cotton bags which can be re-used or recycled bags which limit damage to the environment*).

***Answers:***

1 F About two thirds use plastic bags.
2 F 15 percent of the students use cotton bags.
3 T
4 F Five percent of the students use recycled plastic bags.
5 T

**REVIEW** SB page 33 WB page 23

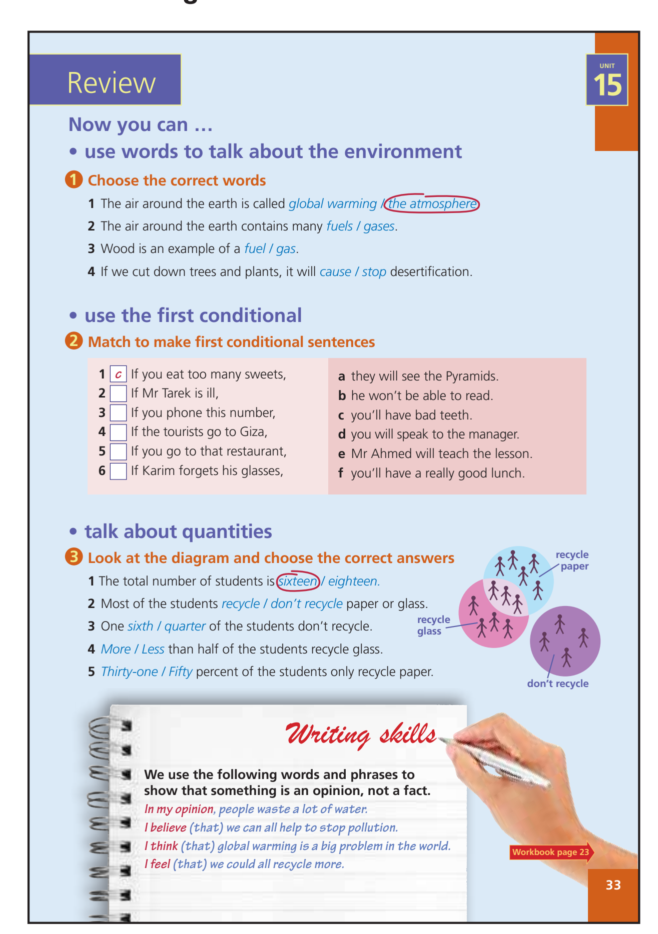
## Outcomes

- To review and practise the vocabulary and structures of the unit
- To learn about giving opinions

### Before using the book:

- Write **Our earth** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

### SB Page 33


Review

UNIT 15

Now you can …

- use words to talk about the environment

1 Choose the correct words

1 The air around the earth is called global warming / the atmosphere.
2 The air around the earth contains many fuels / gases.
3 Wood is an example of a fuel / gas.
4 If we cut down trees and plants, it will cause / stop desertification.

- use the first conditional

2 Match to make first conditional sentences

1 c If you eat too many sweets,
2 If Mr Tarek is ill,
3 If you phone this number,
4 If the tourists go to Giza,
5 If you go to that restaurant,
6 If Karim forgets his glasses,

a they will see the Pyramids.
b he won't be able to read.
c you'll have bad teeth.
d you will speak to the manager.
e Mr Ahmed will teach the lesson.
f you'll have a really good lunch.

- talk about quantities

3 Look at the diagram and choose the correct answers

1 The total number of students is sixteen / eighteen.
2 Most of the students recycle / don't recycle paper or glass.
3 One sixth / quarter of the students don't recycle.
4 More / Less than half of the students recycle glass.
5 Thirty-one / Fifty percent of the students only recycle paper.



Writing skills

We use the following words and phrases to show that something is an opinion, not a fact.
*In my opinion, people waste a lot of water.*
*I believe (that) we can all help to stop pollution.*
*I think (that) global warming is a big problem in the world.*
*I feel (that) we could all recycle more.*

Workbook page 23

33

### 1 Choose the correct words

1 Elicit the environment vocabulary that the students have studied in the unit.

2 Students then complete the rest of the exercise individually before checking their answers with a partner.

3 Go through the answers with the whole class.

*Answers:*

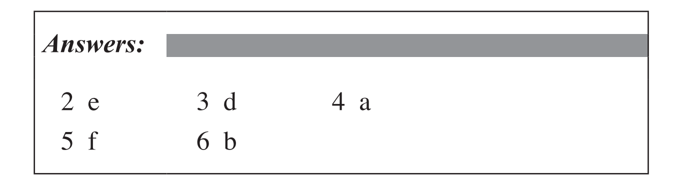
2 gases 3 fuel 4 cause

### 2 Match to make first conditional sentences

1 Elicit the form of first conditionals.

2 Then ask the students to read the example and complete the rest of the exercise in pairs.

3 Check the answers as a whole class.


*Answers:*

2 e 3 d 4 a
5 f 6 b

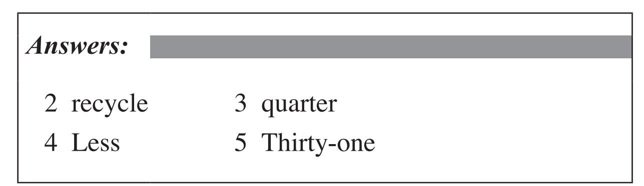
### 3 Look at the diagram and choose the correct answers

1 Elicit ways to talk about quantities.

2 Then ask the students to look at the diagram and ask them what they think it represents.

3 Students then complete the task in pairs.

4 Check the answers with the whole class and ask them what kind of recycling they do and why they think it is important.


*Answers:*

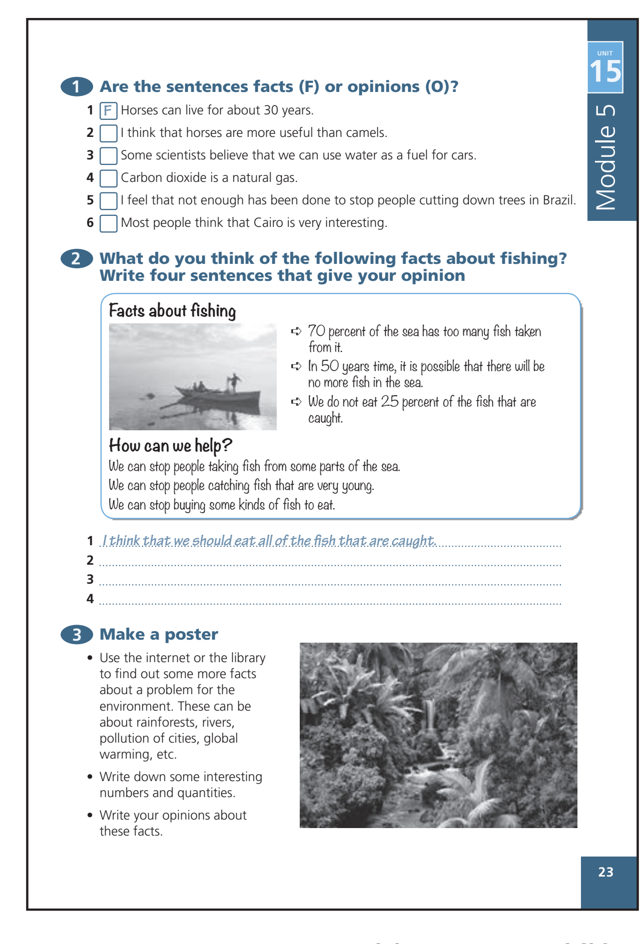
2 recycle 3 quarter
4 Less 5 Thirty-one

### Writing skills

1 Elicit any phrases that the students know of for giving opinions.

2 Then ask them to read the Writing skills box and note the phrases in red.

## ✎ WB Page 23



UNIT 15

Module 5

**1 Are the sentences facts (F) or opinions (O)?**

1 [F] Horses can live for about 30 years.
2 [ ] I think that horses are more useful than camels.
3 [ ] Some scientists believe that we can use water as a fuel for cars.
4 [ ] Carbon dioxide is a natural gas.
5 [ ] I feel that not enough has been done to stop people cutting down trees in Brazil.
6 [ ] Most people think that Cairo is very interesting.

**2 What do you think of the following facts about fishing? Write four sentences that give your opinion**

Facts about fishing

- 70 percent of the sea has too many fish taken from it.
- In 50 years time, it is possible that there will be no more fish in the sea.
- We do not eat 25 percent of the fish that are caught.

How can we help?

We can stop people taking fish from some parts of the sea.
We can stop people catching fish that are very young.
We can stop buying some kinds of fish to eat.

1 *I think that we should eat all of the fish that are caught.*
2 ..........
3 ..........
4 ..........

**3 Make a poster**

- Use the internet or the library to find out some more facts about a problem for the environment. These can be about rainforests, rivers, pollution of cities, global warming, etc.
- Write down some interesting numbers and quantities.
- Write your opinions about these facts.

23

### 1 Are the sentences facts (*F*) or opinions (*O*)?

**1** Ask the students which phrases they can remember for giving opinions.

**2** Then ask them to look at the example and work in pairs to decide whether the rest of the statements are facts or opinions.

**3** Ask them to compare their answers with a partner, before going through the answers as a whole class. Then ask which of the opinions they agree with.

***Answers:***

2 O 3 O 4 F 5 O 6 O

### 2 What do you think of the following facts about fishing? Write four sentences that give your opinion

**1** Ask the students what they know about fishing and over-fishing.

**2** Then ask them to read the information and elicit some opinions orally.

**3** They then write their own opinions using the example as a model. Go round and monitor, helping where necessary.

**4** Ask students to exchange their work with another student to check grammar and spelling.

**5** Then invite volunteers to read out their sentences.

***Answers:***

Students' own answers

### 3 Make a poster

**1** Ask the students to read the instructions and choose one of the problems to research.

**2** Then ask them to share their ideas with a partner and plan their poster.

**3** They should write the facts in their notebooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to make their posters.

**4** Finally, display the posters in the classroom for the rest of the class to read.

***Answers:***

Students' own answers

## Assessment

### Speaking task

***Outcome: to talk about quantities***

Use SB page 31, exercise 4

Elicit the phrases for talking about quantities. Students choose one of the topics from the box and talk about it, using each of the phrases. Assess them on their correct use of the quantities expressions.

### Reading task

***Outcome: to understand a text about global warming***

Use SB page 29, exercise 3 text

Write the following statements on the board:

**1 The atmosphere is the air around the earth.**

**2 Carbon dioxide is a natural gas.**

**3 If there is too much carbon dioxide, the earth's temperature will drop.**

**4 People will adapt easily to living in deserts.**

**5 Planting trees will help to save the environment.**

Students read the texts again and decide whether the statements are true or false.

### Writing task

***Outcome: to use the first conditional***

Use SB page 30, exercise 3

Students look at the prompts in exercise 3 to come up with some new ideas. Write these on the board. Students choose four of the ideas and write a sentence for each idea using the first conditional.

### Listening task

***Outcome: to understand information about looking after the environment***

Use the tapescript for SB page 31, exercises 2 and 3

Write the following questions on the board:

**1 How is global warming caused?**

**2 How should we wash our clothes to save energy?**

**3 How long should our showers be?**

**4 How much of the earth's rainforests has been cut down?**

Students listen to the recording and answer the questions.

**REVIEW E** | **SB pages 34–35**<br>**WB pages 24–27**

## LESSON 1 SB page 34

### Outcomes

- To review and practise the vocabulary and structures of Units 13–15

**Before using the book:**

- Ask the students what the themes of Module 5 were (*travel and experiences, animals, schools around the world, rules and obligations, the environment and global warming*). Ask what they enjoyed learning about most, and why.
- Elicit the grammar points they have practised (*reported speech, modal verbs for obligation, the first conditional*) and any of the rules that they remember.

**SB Page 34**

Review E

Lesson 1

**1 Complete the newspaper article about global warming with these sentences**

a However, this time, things are very different.
b If global warming gets worse, will it cause other natural disasters like earthquakes and volcanoes?
c Earthquakes caused a lot of damage.

We know that global warming causes floods. 1 *b* . The scientist and writer Bill McGuire has researched natural **disasters**. In his book about global warming he gives us some very interesting answers to this question.

Twenty thousand years ago, ice covered more than half of the earth. Over the next fifteen thousand years, the atmosphere became warmer. The ice began to melt and this made rivers and lakes. The sea became higher and there was less ice. There was less weight on the earth, so it began to move. 2 ☐ . Earthquakes under the sea caused many floods. The changes in the earth also caused volcanoes to send out hot mud and gas from inside the earth.

Will this happen again if the atmosphere gets warmer? Scientists are not sure. However, the ice around the Arctic is melting and we know that the sea is getting higher. 3 ☐ . Now, we all know that we have to look after our world. If we understand global warming, we will be able to stop it. If we stop global warming, the earth won't be in danger.

**2 Answer these questions**

1 What is Bill McGuire's book about?
*It is about global warming.*
2 What was different about the earth twenty thousand years ago?
3 How did the earth's temperature change over the next fifteen thousand years?
4 The underlined word disasters means *events that cause something*
a good b natural c bad d warm
5 What is made when ice that covers the earth melts?
a global warming b rivers and lakes c earthquakes d volcanoes
6 What do earthquakes under the sea cause?
a droughts b floods c hot mud and gas d desertification

**3 Find four examples of first conditional sentences in the article**

1 *If global warming gets worse, will it cause other natural disasters like earthquakes and volcanoes?*
2 ..............................
3 ..............................
4 ..............................

34

### 1 Complete the newspaper article about global warming with these sentences

1 Tell the students that they are going to review and consolidate what they have learned in Module 5 in Review E.
2 Ask them to look at the pictures and say what they can see (*an iceberg and a volcano*). Ask them what they think the newspaper article might be about. Invite them to share their ideas but do not confirm them at this point.
3 Ask the students to read the article, ignoring the removed sentences and gaps for now, and to check their ideas.
4 Now ask the students to read the sentences and explain that they have been removed from the article and that they have to decide where they should go. Ask them to read the first paragraph and example.
5 Students complete the task in pairs. Check the answers as a whole class.
6 Ask the students to identify any new vocabulary. Ask the rest of the class to offer definitions. Confirm or correct as necessary.

***Answers:***

2 c 3 a

### 2 Answer these questions

1 Ask the students to read the example question and answer.
2 Ask them to work individually to answer the questions and then check their answers with a partner.
3 Invite different students to give their answers and read out the relevant part of the text.
4 Find out whether anyone in the class has travelled abroad and where they have been.

***Answers:***

2 More than half of the earth was covered with ice.
3 The atmosphere became warmer.
4 c
5 b
6 b

### 3 Find four examples of first conditional sentences in the article

1 Elicit the form of the first conditional (if + *present simple*, will + *infinitive without* to) and its use (*to talk about something we think will probably happen in the future*).
2 Then ask them to read the first conditional sentence and locate it in the text. Students

then read the article again and find three more examples.

3 Ask different students to read the first conditional sentences, identifying the part of the text where they found them.

***Answers:***

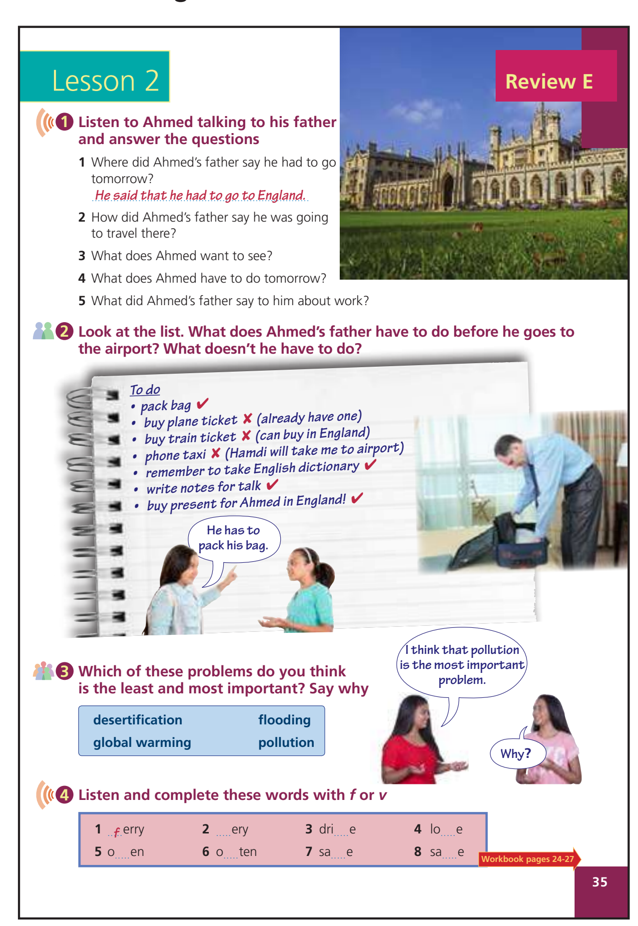
2 Will this happen again if the atmosphere gets warmer?
3 If we understand global warming, we will be able to stop it.
4 If we stop global warming, the earth won't be in danger.

## LESSON 2 SB page 35

### Outcomes

• To review and practise the vocabulary and structures of Units 13-15.

### SB Page 35



Lesson 2

Review E

**1 Listen to Ahmed talking to his father and answer the questions**

1 Where did Ahmed's father say he had to go tomorrow?
*He said that he had to go to England.*
2 How did Ahmed's father say he was going to travel there?
3 What does Ahmed want to see?
4 What does Ahmed have to do tomorrow?
5 What did Ahmed's father say to him about work?

**2 Look at the list. What does Ahmed's father have to do before he goes to the airport? What doesn't he have to do?**

To do
• pack bag ✔
• buy plane ticket ✘ (already have one)
• buy train ticket ✘ (can buy in England)
• phone taxi ✘ (Hamdi will take me to airport)
• remember to take English dictionary ✔
• write notes for talk ✔
• buy present for Ahmed in England! ✔

He has to pack his bag.

**3 Which of these problems do you think is the least and most important? Say why**

| desertification | flooding |
|---|---|
| global warming | pollution |

I think that pollution is the most important problem.

Why?

**4 Listen and complete these words with *f* or *v***

| | | | |
|---|---|---|---|
| 1 f erry | 2 ....ery | 3 dri....e | 4 lo....e |
| 5 o....en | 6 o....ten | 7 sa....e | 8 sa....e |

Workbook pages 24-27

35

### 1 Listen to Ahmed talking to his father and answer the questions

1 Ask the students to look at the picture and say where they think it is (*England*).

2 Then ask them to read the questions and explain that they are going to hear a conversation between Ahmed and his father and that they should listen and answer the questions.

3 Play the recording while the students listen and write their answers. Ask them to check their answers in pairs and play the recording again to confirm if necessary.

4 Check the answers as a whole class.

**Tapescript**

*Ahmed:* *Hi, Dad. Did you have a good day at work?*

*Father:* *Yes, thank you, Ahmed. I have to go away tomorrow, though.*

*Ahmed:* *Where are you going?*

*Father:* *I have to go on a work trip to England.*

*Ahmed:* *To England? Are you going to fly there?*

*Father:* *Yes, I have to be at the airport at six in the morning!*

*Ahmed:* *Where are you going to in England?*

*Father:* *I'm flying to London. Then I'm taking a train to Cambridge, which is about an hour north of London.*

*Ahmed:* *Cambridge has a famous university! I'd love to visit it. Can I come too?*

*Father:* *No, you can't! You have to go to school. Perhaps one day we can have a holiday in England though. What are you going to do while I'm away?*

*Ahmed:* *I have to finish a project at school and when I get home I have to do my homework and then tidy my bedroom.*

*Father:* *Well, if you work hard, then one day you can get a good job like mine and travel to interesting places.*

*Ahmed:* *Yes, I know, Dad!*

***Answers:***

2 He said that he was going to fly there/to England.
3 He wants to see the famous university in Cambridge.
4 He has to go to school.
5 If he works hard, he will get a good job one day and travel to interesting places.

**2 Look at the list. What does Ahmed's father have to do before he goes to the airport? What doesn't he have to do?**

1 Ask the students to look at the list and elicit that the ticks are things that Ahmed's father needs to do before his trip and the crosses are things he doesn't need to do (he has done them already or he can do them later).
2 Ask the students to look at the example. They then complete the exercise in pairs, taking turns to talk about an item on the list. Go round and monitor, helping where necessary.
3 Ask different students to talk about an item from the list.

***Answers:***

Ahmed's father has to: remember to take an English dictionary, write notes for a talk, pack his bag buy a present for Ahmed in England

Ahmed's father doesn't have to: buy a plane ticket, buy a train ticket, phone a taxi.

**3 Which of these problems do you think is the least and most important? Say why**

1 Ask the students to look at the environmental problems in the box and read the example in the speech bubble.
2 The students then work in pairs, telling their partner which problem they believe is the least and most important and why. Go round and monitor, helping where necessary. Remind the students to use the first conditional.
3 Ask different students to tell the rest of the class what they believe.

***Answers:***

Students' own answers

**4 Listen and complete these words with *f* or *v***

1 Ask the students to look at the words and example. Ask them to predict the missing letters in the other words but do not confirm their answers at this point.
2 Play the recording and ask the students to complete the words.
3 Check the answers as a whole class and elicit the meanings of the words.

**Tapescript**

*Narrator 1:* *ferry, very, drive, love, oven, often, save, safe*

***Answers:***

2 very 3 drive 4 love 5 oven
6 often 7 save 8 safe

## Practice Test 5a

**1 Listen and choose the correct answer from a, b, c or d**

**Tapescript**

*Amal:* *I'm doing a project. Could you tell me where you sell the carpets that you make in your factory?*
*Woman:* *We sell more than half of them in Egypt.*

**2 Listen and answer the following questions**

**Tapescript**

*Girl:* *Yesterday, I spoke to my brother. He is staying on my uncle's farm.*
*He said that he had to help give the sheep fresh water and straw.*

## Practice Test 5b

**1 Listen and choose the correct answer from a, b, c or d**

**Tapescript**

*Ali:* *May I tell the class about our project, Ahmed?*
*Ahmed:* *Sure, Ali.*
*Ali:* *We asked our class where they lived. Less than a third of us live two kilometres or more from the school.*

**2 Listen and answer the following questions**

**Tapescript**

*Man:* *We spoke to some scientists and they said that the earth was getting hotter. The scientists were from different countries. They said that we had to do something about this problem soon.*

Module 5

# Practice Test 5a

## A Listening

### 1 Listen and choose the correct answer from a, b, c or d

1 Why is Amal asking questions?
(a) for a project   b for her work   c for her friends   d for a party
2 Where do they make the carpets?
a at a craft centre   (b) in a factory   c in Europe   d on a farm
3 How many carpets do they sell in Egypt?
a less than a third   b about a third   (c) more than half   d all of them

### 2 Listen and answer the following questions

1 Who did the girl speak to yesterday? She spoke to her brother.
2 Where is he staying? He is staying on their uncle's farm.
3 What did he say that he had to do? He said that he had to help give the sheep fresh water and straw.

## B Language Functions

### 3 Complete the following dialogue

*Taha and Hamza are talking about Hamza's trip to England.*

**Taha:** Hi, Hamza. Did you have a good holiday in England?
**Hamza:** Yes, I enjoyed it, **1** but/although it wasn't my best holiday.
**Taha:** Why was that?
**Hamza:** The **2** thing is, the weather was very bad every day.
**Taha:** I'd love to go to England! Sorry, you were saying **3** about the weather.
**Hamza:** Yes, it was cold and windy! **4** Anyway, it was good to practise my English.

### 4 Supply the missing parts in the following two mini-dialogues

1 **Nawal:** Hello, is it OK if I ask you some questions?
**Lateefa:** That's fine with me. What would you like to ask?
2 **Kamal:** How much of the earth is sea?
**Omar:** About 30 percent of the earth is land, so about 70 percent of the earth is sea.

## C Reading Comprehension

### 5 Read the following, then answer the questions

To: Walid   From: Uncle Sami   Subject: Hot work

Hi Walid,
Thank you for your email. I have to go to the desert next week for my work. The area we are going to is 300 kilometres from Cairo. It is now July and the area is very hot at this time of year. My friend went there last year and he said that it was often too hot to stay out in the day. The thing is, we have to study beetles and other insects, and you can only find them when it is very hot. So we have to work at the hottest time. This will be interesting!
Best wishes,
Uncle Sami

1 Where does Sami have to go next week? He has to go to the desert for work.
2 What problem do you think that Sami will have on his trip to the desert?
It will be very hot.
3 What job do you think Uncle Sami does? He is a scientist.

4 The underlined word "beetles" means:
a the desert (b) a type of insect c a type of flower d a type of bird

5 What is the main subject of the email?
a the weather in July b beetles that are important
(c) working in a difficult place d travelling in Egypt

## D The Reader

### 6 a. Put the events into the correct order

[4] Suddenly, the Red-Headed League was closed.
[2] Mr Wilson copied information from the encyclopaedia into a book.
[1] Mr Wilson started his work for the Red-Headed League.
[3] Mr Wilson received £4 at the end of each week.

### b. Answer the following questions

1 What did the landlord of the office say about Mr Ross and the Red-Headed League?
*He said that he did not know them.*

2 How do we know that Sherlock Holmes likes music?
*Because he wants to go to a violin concert that evening.*

3 Why do you think that Holmes hit the ground with his walking stick?
*Students' own answers*

4 Which of the places near the shop do you think a thief would be interested in?
*Students' own answers*

## E Vocabulary and Structure

### 7 Choose the correct answer from a, b, c or d

1 Walid phoned me this morning and he said that he ............... on a farm.
a is staying (b) was staying c stay d to stay

2 The plane leaves early tomorrow morning so Ola ............... get up at 4 a.m.!
a have to b have (c) has to d has

3 It is cloudy today, so we ............... take our sunglasses.
(a) don't have to b not have to c don't have d have not to

4 If we ............... to England, we will speak English every day.
a went b will go (c) go d going

5 The tourists followed a ............... through the mountains.
(a) path b step c part d scenery

6 After they ate breakfast, the children helped their mother to ............... .
a wash in b wash on (c) wash up d wash off

7 What ............... desertification?
a sticks b achieves c results (d) causes

8 Please ............... me to buy some bread from the shops.
a revise (b) remind c remember d decide

### 8 Read and correct the underlined words

a He told that he wanted to play chess. *said*
b You have look right and left when you cross the road. *have to*
c I have an excellent teacher at school, so I don't need any public lessons. *private*
d It's raining very hard, so it is impossible for me to take an umbrella. *necessary*

## F Writing

### 9 Write a paragraph of six (6) sentences on what you have to do before you go to school *Students' own answers*

# Practice Test 5b

Module 5

## A Listening

### 1 Listen and choose the correct answer from a, b, c or d

1 Who talks about their project first?
(a) Ali **b** Ahmed **c** Tarek **d** Tarek and Ali

2 What was their project about?
(a) where students lived **b** students' hobbies **c** transport **d** classrooms

3 How many students live two kilometres or more from the school?
**a** more than a third **b** about two thirds (c) less than a third **d** a third

### 2 Listen and answer the following questions

1 What did the scientists say about the earth? *They said that it was getting hotter.*

2 Where were the scientists from? *They were from different countries.*

3 What did the scientists say we have to do? *They said that we had to do something about this problem soon.*

## B Language Functions

### 3 Complete the following dialogue

*Samira is asking Rawan some questions about a school project.*

**Samira:** **1** *Excuse* me. I'm doing a school project about jobs which people do at home. Can I ask you some questions?

**Rawan:** Yes, of **2** *course*

**Samira:** Could you tell me **3** *whether/if* you make your bed every day?

**Rawan:** Yes, I do.

**Samira:** OK, and do you sweep the floor?

**Rawan:** Well, no, I don't sweep the floor often. I mean, I sweep the floor **4** *sometimes* , when my mother wants me to help.

### 4 Supply the missing parts in the following two mini-dialogues

**1 Amira:** *Do you mind if I ask you some questions about (your hobbies)*?
**Heidi:** Not all all.

**2 Kamal:** How much of land on the earth is desert?
**Omar:** *About a third of the land is desert.*

## C Reading Comprehension

### 5 Read the following, then answer the questions

About 71 percent of the earth is ocean. That means that less than a third of the earth is land for us to live on. However, scientists think that nearly half of the land has people living or working on it. Many animals have to live on the ten percent of the land that is far from any large city.

There are now 34 cities around the world that have a population of more than ten million. Many of us live in big cities. However, they use just three percent of the land area. The earth has millions of people living on it, but it is not yet full!

1 What does the underlined word ocean mean?
*a large area of salt water that covers much of the earth*

2 What is the problem for some animals?
*They have to live on 10% of the land that is far from any large city.*

3 What percent of the land has people living or working on it?
*About 50 percent of the land has people living or working on it.*

4 34 cities around the world ............................................................

(a) have more than ten million people
b are empty
c have too many people in them
d are full

5 What is the main subject of the article?

a There is not enough land.
b One day, people will need to live in the sea.
c In the future, there will be no animals.
(d) There is enough land for us all.

## D The Reader

### 6 a. Put the events into the correct order

[*1*] The Red-Headed League was closed, but no one knew why.
[*4*] Mr Holmes asked Mr Wilson some questions about his assistant, Mr Spaulding.
[*3*] On his way to the violin concert, Mr Holmes went passed Mr Wilson's shop.
[*2*] Mr Wilson asked Mr Holmes to solve the mystery.

### b. Answer the following questions

1 What did Mr Wilson have to do at the Red-Headed League?
*He had to copy information from an encyclopaedia to a book.*

2 Why do you think that Mr Wilson found his work foolish?
*Students' own answers.*

3 How do we know that Dr Watson does not understand what Sherlock Holmes is thinking? *Because he finds it very unusual when Holmes hits the ground with his walking stick.*

4 Why does Holmes want to speak to Mr Spaulding? *So that he can see the knees of his trousers.*

## E Vocabulary and Structure

### 7 Choose the correct answer from a, b, c or d

1 They ............... a lot of old statues if they go to that museum.
a see  b saw  c to see  (d) will see

2 If you ............... your hands before you eat, you will get ill.
(a) don't wash  b wash  c not wash  d didn't wash

3 You ............... be careful when you walk in the desert.
(a) have to  b has to  c have  d has

4 The teacher said ............... it was a difficult lesson.
a to  b if  (c) that  d which

5 We looked out of the train windows to see the beautiful ...............
a surveys  b flight  c walk  (d) scenery

6 The factory makes cars using computers and ............... .
a dyes  b caves  (c) machines  d bats

7 The camel had a broken leg, so the farmer took it to see a ............... .
a dentist  b patient  c weaver  (d) vet

8 Please can you ............... the table before we eat?
(a) set  b wash up  c weave  d group

### 8 Read and correct the underlined words

a Cutting down trees causes condensation. *desertification*
b We not have to go to school tomorrow because it's a holiday. *do not / don't have*
c She looked out of the window and said that it is raining. *was raining*
d In autumn, roots on trees turn yellow or orange. *leaves*

## F Writing

### 9 Write an email of six (6) sentences to your best friend telling him / her what will happen if he / she comes to your house on Friday. Your name is Gamil(a).

*Students' own answers. Answer should include to, from and subject.*

UNIT
# 16 The water cycle
**SB pages 36–40 WB pages 28–30**

## Objectives

**Grammar**
Present simple passive questions

**Reading**
Reading about the water cycle

**Listening**
Listening to a teacher explaining an experiment

**Speaking**
Checking understanding

**Writing**
Writing about a process

## LESSON 1 SB page 36

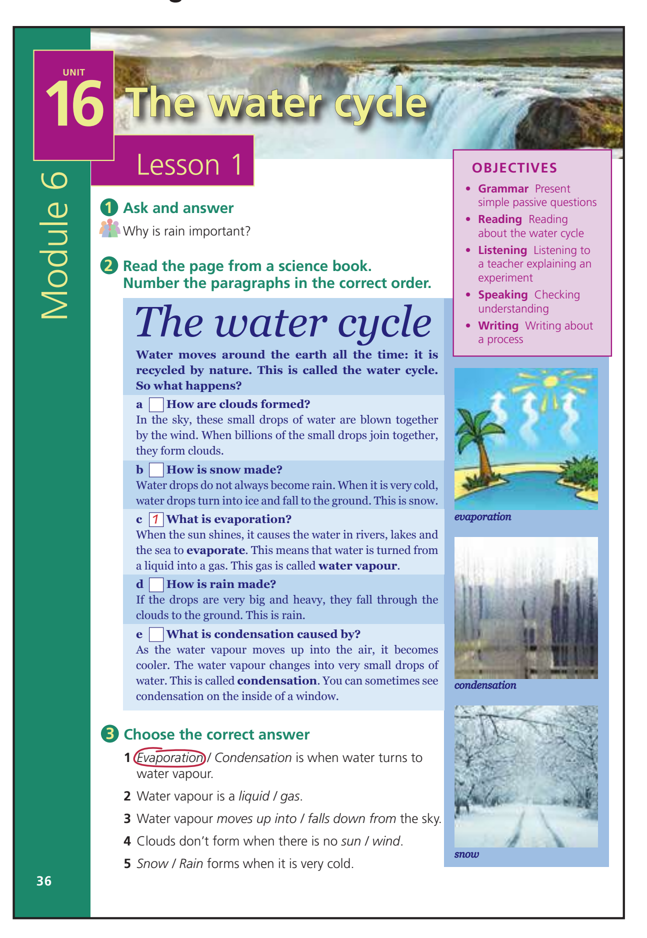
### Outcomes

- To talk about the importance of rain
- To read about the water cycle and answer questions

**Before using the book:**

- Write **The water cycle** on the board and ask the students what they know about it.
- Brainstorm a list of types of weather with the whole class and write them on the board.
- The students then work in small groups to discuss the weather they like best and why. Invite different groups to share their ideas.

SB Page 36


Module 6

UNIT 16 The water cycle

Lesson 1

OBJECTIVES
- Grammar Present simple passive questions
- Reading Reading about the water cycle
- Listening Listening to a teacher explaining an experiment
- Speaking Checking understanding
- Writing Writing about a process

1 Ask and answer
Why is rain important?

2 Read the page from a science book. Number the paragraphs in the correct order.

The water cycle

Water moves around the earth all the time: it is recycled by nature. This is called the water cycle. So what happens?

a [ ] How are clouds formed?
In the sky, these small drops of water are blown together by the wind. When billions of the small drops join together, they form clouds.

b [ ] How is snow made?
Water drops do not always become rain. When it is very cold, water drops turn into ice and fall to the ground. This is snow.

c [1] What is evaporation?
When the sun shines, it causes the water in rivers, lakes and the sea to **evaporate**. This means that water is turned from a liquid into a gas. This gas is called **water vapour**.

d [ ] How is rain made?
If the drops are very big and heavy, they fall through the clouds to the ground. This is rain.

e [ ] What is condensation caused by?
As the water vapour moves up into the air, it becomes cooler. The water vapour changes into very small drops of water. This is called **condensation**. You can sometimes see condensation on the inside of a window.

*evaporation*

*condensation*

*snow*

3 Choose the correct answer

1 *Evaporation* / *Condensation* is when water turns to water vapour.
2 Water vapour is a *liquid* / *gas*.
3 Water vapour *moves up into* / *falls down from* the sky.
4 Clouds don't form when there is no *sun* / *wind*.
5 *Snow* / *Rain* forms when it is very cold.

36

### 1 Ask and answer

1 Draw attention to the Objectives box on page 36, which refers to the objectives of the unit, and explain in Arabic if necessary.
2 Students stay in their current groups to discuss the question.
3 Invite the groups to share their ideas about why rain is important.

***Suggested answers:***

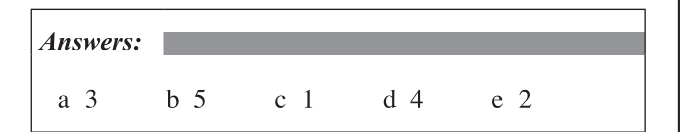
We need rain for crops to grow and for water to drink.

### 2 Read the page from a science book. Number the paragraphs in the correct order

1 Ask the students to read the text and check their ideas about the water cycle.
2 Then ask them to look at the pictures and words in the box, and ask them to describe what they can see in each one.
3 The students work in their groups to complete the task, reading the text and numbering the

paragraphs. Remind them not to worry about any words they don't know at this point.

4 Read out the first paragraph and ask a student to read the paragraph they think comes next. If they are incorrect, ask another student to continue and so on around the class until all the paragraphs have been read.



***Answers:***

a 3  b 5  c 1  d 4  e 2

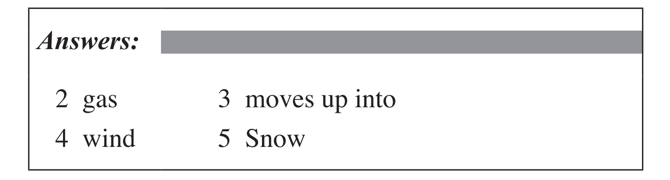
### 3 Choose the correct answer

1 Ask the students to read the sentences and check the meaning of the words in italics.

2 Then ask them to read the text again and choose the correct answers.

3 Ask students whether there any words they didn't know, and discuss their meanings as a class.

4 Ask students whether they have ever seen snow and how they felt about it. If none of them have, ask what they think it might feel like. Alternatively, discuss the climate in Egypt and whether they think it is a good climate or not, and why.



***Answers:***

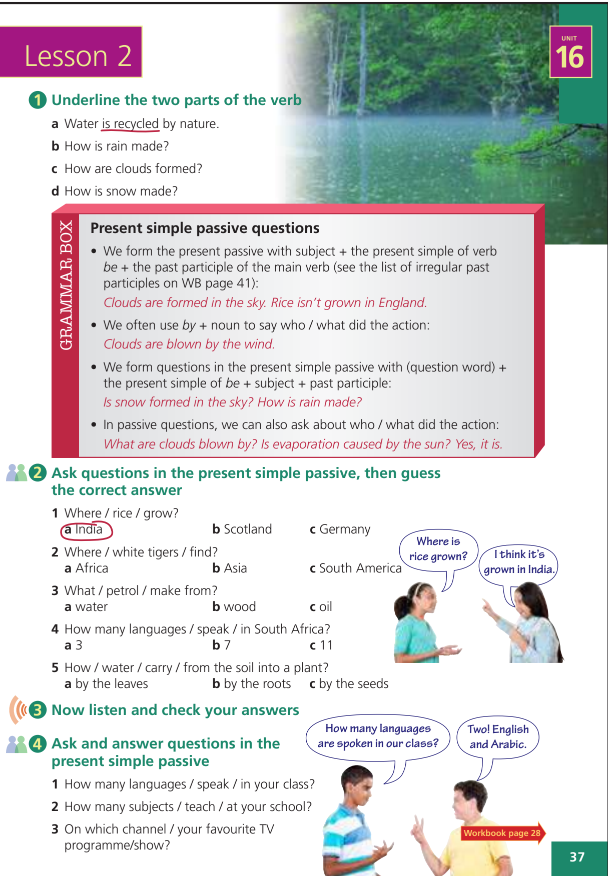
2 gas  3 moves up into
4 wind  5 Snow

## LESSON 2 SB page 37 WB page 28

**Outcomes**

• To use present simple passive questions

## SB Page 37



Lesson 2

UNIT 16

**1 Underline the two parts of the verb**

**a** Water is recycled by nature.
**b** How is rain made?
**c** How are clouds formed?
**d** How is snow made?

GRAMMAR BOX

**Present simple passive questions**

• We form the present passive with subject + the present simple of verb *be* + the past participle of the main verb (see the list of irregular past participles on WB page 41):
*Clouds are formed in the sky. Rice isn't grown in England.*

• We often use *by* + noun to say who / what did the action:
*Clouds are blown by the wind.*

• We form questions in the present simple passive with (question word) + the present simple of *be* + subject + past participle:
*Is snow formed in the sky? How is rain made?*

• In passive questions, we can also ask about who / what did the action:
*What are clouds blown by? Is evaporation caused by the sun? Yes, it is.*

**2 Ask questions in the present simple passive, then guess the correct answer**

1 Where / rice / grow?
**a** India **b** Scotland **c** Germany
2 Where / white tigers / find?
**a** Africa **b** Asia **c** South America
3 What / petrol / make from?
**a** water **b** wood **c** oil
4 How many languages / speak / in South Africa?
**a** 3 **b** 7 **c** 11
5 How / water / carry / from the soil into a plant?
**a** by the leaves **b** by the roots **c** by the seeds



**3 Now listen and check your answers**

**4 Ask and answer questions in the present simple passive**

1 How many languages / speak / in your class?
2 How many subjects / teach / at your school?
3 On which channel / your favourite TV programme/show?



Workbook page 28

37

### 1 Underline the two parts of the verb

1 Ask the students to look at the picture and ask *What can you see?* (*rainfall on water*).

2 Ask the students to read the example sentence and look at the underlined words. Ask which forms they are (*the present simple of* be + *the past participle of the main verb*).

3 Tell them to copy the rest of the sentences into their notebooks and underline the two parts of the verb in each sentence.

4 Ask different students to read out the sentences and say which words they underlined. Ask them why they think the verb form is used (*when we don't know, or it isn't important who does the action, and to talk about processes*). Ask them to look at the first sentence again and decide why *by* is used (*to say who/what does the action*).

5 Elicit the question form of the present simple passive and then ask the students to read the Grammar box.

6 Elicit further examples from the students for another simple process.

**Answers:**

b How is rain made?
c How are clouds formed?
d How is snow made?

## 2 Ask questions in the present simple passive, then guess the correct answer

1. Elicit the present simple passive form and then ask the students to read the example in the speech bubbles.
2. Students work in pairs to construct the questions from the prompts. Invite different students to read out the questions to check.
3. Students then work in pairs to answer the questions.
4. Ask the questions to the class and ask them to vote for the correct answers, but do not confirm them at this point.

**Answers:**

2 Where are white tigers found?
3 What is petrol made from?
4 How many languages are spoken in South Africa?
5 How is water carried from the soil into a plant?

## 3 Now listen and check your answers

1. Tell the students that they are going to listen to the quiz and check their answers.
2. Play the recording and ask them to award themselves one point for each correct answer.
3. Go through the answers to find the students with the greatest number of correct answers.

**Tapescript**

*Narrator:* *One*
*Boy 1:* *Where is rice grown?*
*Boy 2:* *It's grown in India.*

*Narrator:* *Two*
*Girl 1:* *Where are white tigers found?*
*Girl 2:* *They're found in Asia.*

*Narrator:* *Three*
*Boy 1:* *What is petrol made from?*
*Boy 2:* *It's made from oil.*

*Narrator:* *Four*
*Girl 1:* *How many languages are spoken in South Africa?*
*Girl 2:* *Eleven languages are spoken in South Africa.*

*Narrator:* *Five*
*Boy 1:* *How is water carried from the soil into a plant?*
*Boy 2:* *It is carried into the plant by the roots.*

**Answers:**

2 b    3 c    4 c    5 b

## 4 Ask and answer questions in the present simple passive

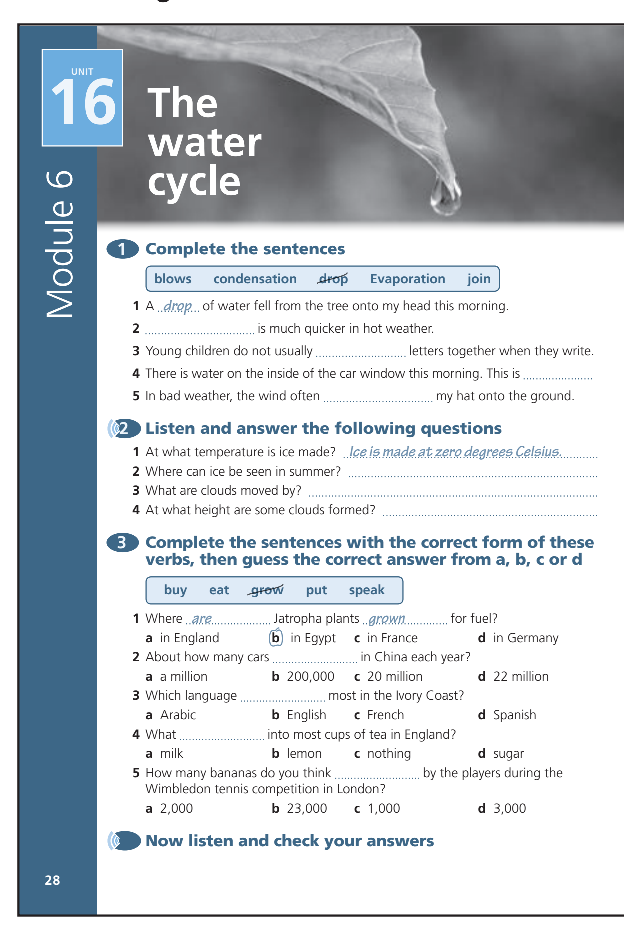
1. Ask two students to read the example in the speech bubbles.
2. Then ask them to look at the prompts and formulate the present simple passive questions orally as a whole class.
3. Students then work in pairs to answer the questions.
4. Invite different students to ask and answer the questions for the rest of the class to listen and check correct usage of the present simple passive.

**Answers:**

1 How many languages are spoken in your class?
2 How many subjects are taught at your school?
3 On which channel is your favourite TV programme shown?

(Students' own answers to the questions)

✎ **WB Page 28**



UNIT 16 The water cycle

Module 6

**1 Complete the sentences**

| blows | condensation | ~~drop~~ | Evaporation | join |
|---|---|---|---|---|

1 A *drop* of water fell from the tree onto my head this morning.
2 ............ is much quicker in hot weather.
3 Young children do not usually ............ letters together when they write.
4 There is water on the inside of the car window this morning. This is ............
5 In bad weather, the wind often ............ my hat onto the ground.

**2 Listen and answer the following questions**

1 At what temperature is ice made? *Ice is made at zero degrees Celsius.*
2 Where can ice be seen in summer? ............
3 What are clouds moved by? ............
4 At what height are some clouds formed? ............

**3 Complete the sentences with the correct form of these verbs, then guess the correct answer from a, b, c or d**

| buy | eat | ~~grow~~ | put | speak |
|---|---|---|---|---|

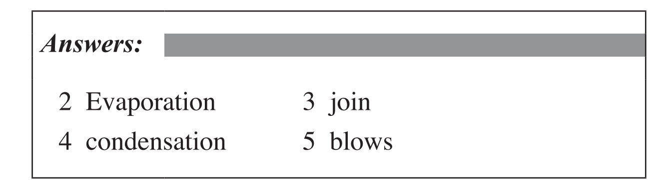
1 Where *are* Jatropha plants *grown* for fuel?
a in England (b) in Egypt c in France d in Germany
2 About how many cars ............ in China each year?
a a million b 200,000 c 20 million d 22 million
3 Which language ............ most in the Ivory Coast?
a Arabic b English c French d Spanish
4 What ............ into most cups of tea in England?
a milk b lemon c nothing d sugar
5 How many bananas do you think ............ by the players during the Wimbledon tennis competition in London?
a 2,000 b 23,000 c 1,000 d 3,000

**Now listen and check your answers**

28

### 1 Complete the sentences

1 Ask the students to read the words in the box and elicit their meanings.
2 Then ask them to complete the sentences with the words before checking their answers with a partner.
3 Check the answers with the whole class.



*Answers:*

2 Evaporation　　3 join
4 condensation　　5 blows

### 2 Listen and answer the following questions

1 Ask the students to read the questions. Then explain that they are going to hear some information about the different forms of water and that they should listen and answer the questions.
2 Play the recording while the students listen and write their answers.
3 Check the answers as a whole class. Encourage students to give their answers using the present simple passive where appropriate.

**Tapescript**

*Voice:* *You probably know that ice is made when it is zero degrees Celsius. However, did you know that you can find ice at the top of mountains even in the summer? We all know that clouds are moved by the wind, but did you know that some clouds are formed at a height of 2,000 metres?*

*Answers:*

2 It can be seen at the top of mountains.
3 Clouds are moved by the wind.
4 Some clouds are formed at a height of 2,000 metres.

### 3 Complete the sentences with the correct form of these verbs, then guess the correct answer from a, b, c or d

1 Ask the students to read the questions and complete them with the words in the box.
2 They then decide in pairs what they think the correct answers are.
3 Invite different students to read out the completed questions and ask the rest of the class to share their ideas about the answers. Do not confirm them at this point.

**Now listen and check your answers**

4 Tell the students that they are going to listen and find out the answers to the questions in exercise 3.
5 Play the recording while the students check their answers.

**Tapescript**

*Narrator:* *One*
*Voice 1:* *Where are Jatropha plants grown for fuel?*
*Voice 2:* *Jatropha plants are grown for fuel in Egypt.*

*Narrator:* *Two*
*Voice 1:* *About how many cars are bought in China each year?*
*Voice 2:* *About 20 million cars are bought in China each year.*

*(continued over)*

| | |
|---|---|
| *Narrator:* | *Three* |
| *Voice 1:* | *Which language is spoken most in the Ivory Coast?* |
| *Voice 2:* | *French is spoken most in the Ivory Coast.* |
| *Narrator:* | *Four* |
| *Voice 1:* | *What is put into most cups of tea in England?* |
| *Voice 2:* | *Milk is put into most cups of tea in England.* |
| *Narrator:* | *Five* |
| *Voice 1:* | *How many bananas do you think are eaten by the players during the Wimbledon tennis competition in London?* |
| *Voice 2:* | *23,000 bananas are eaten by the players during the competition!* |

***Suggested answers:***

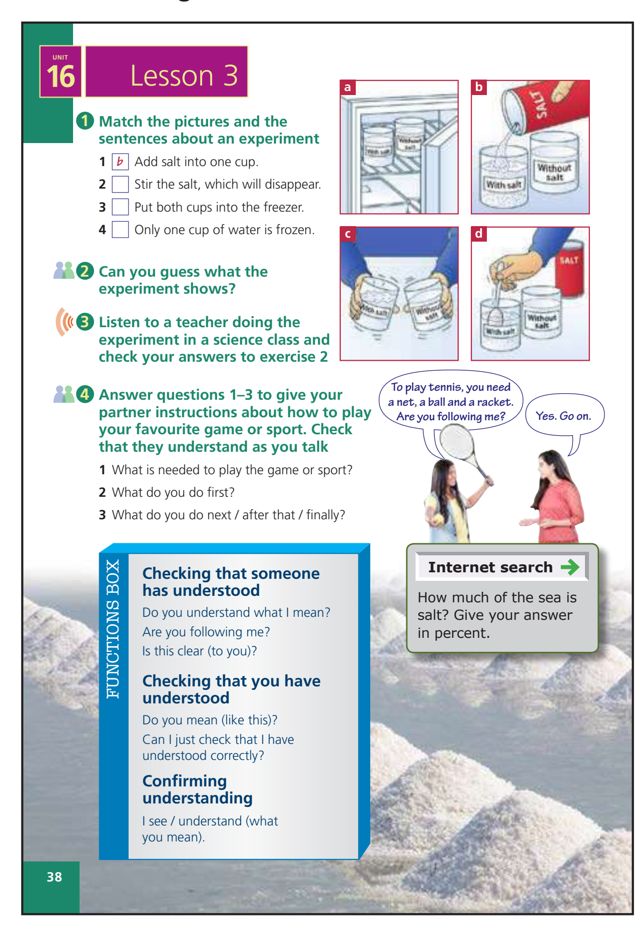
2 are bought, c     3 is spoken, c
4 is put, a     5 are eaten, b

## LESSON 3 SB page 38

### Outcomes

- To learn about a science experiment
- To check and confirm understanding
- To carry out an internet search about the sea

### SB Page 38


UNIT 16 Lesson 3

1 Match the pictures and the sentences about an experiment
1 b Add salt into one cup.
2 Stir the salt, which will disappear.
3 Put both cups into the freezer.
4 Only one cup of water is frozen.

2 Can you guess what the experiment shows?

3 Listen to a teacher doing the experiment in a science class and check your answers to exercise 2

4 Answer questions 1–3 to give your partner instructions about how to play your favourite game or sport. Check that they understand as you talk
1 What is needed to play the game or sport?
2 What do you do first?
3 What do you do next / after that / finally?



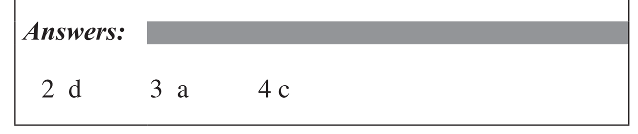
FUNCTIONS BOX
**Checking that someone has understood**
Do you understand what I mean?
Are you following me?
Is this clear (to you)?
**Checking that you have understood**
Do you mean (like this)?
Can I just check that I have understood correctly?
**Confirming understanding**
I see / understand (what you mean).

**Internet search**
How much of the sea is salt? Give your answer in percent.

38

### 1 Match the pictures and the sentences about an experiment

1. Ask the students to look at the pictures and describe what they can see in each one.
2. Then ask them to work in groups to match the sentences and pictures.
3. Check answers as a class.


***Answers:***

2 d     3 a     4 c

### 2 Can you guess what the experiment shows?

1. Ask the students to work in pairs to discuss what they think the experiment is about.
2. Then have a short class discussion, inviting the pairs to share their ideas. Do not confirm their answers at this point but tell them that they are going to find out.

**3 Listen to a teacher doing the experiment in a science class and check your answers to exercise 2**

**1** Tell the students that they are going to listen to the science class and find out what the experiment shows.

**2** Play the recording and then check the answer. Ask the students whether they have done this experiment and explain that they could try it at home.

**Tapescript**

| | |
|---|---|
| *Teacher:* | *Now, we are going to do an experiment with water and salt. First, pour some water into two plastic cups. Fill the cups to about half way. Now, add some salt to one of the cups. Stir the salt into the water with a spoon.* |
| *Boy 1:* | *Do you mean like this?* |
| | *[water being stirred by a spoon]* |
| *Teacher:* | *Good. As you stir the salt, it will disappear. Are you following me?* |
| *Boy 2:* | *Yes. I can't see it at all.* |
| *Teacher:* | *Keep adding more salt until it doesn't disappear any more. Do you understand what I mean? You'll need quite a lot of salt – about a third of a cup. Now, put both cups in the freezer for three hours.* |
| *[fade]* | |
| *Teacher:* | *OK, let's see what's happened to the water in each cup.* |
| *Boy 1:* | *Only one cup of water has become ice! The other cup hasn't changed at all.* |
| *Teacher:* | *Yes, that's because when salt is added to water, it doesn't freeze at the same temperature. Water with salt in it has to be much colder to freeze. Is that clear to you?* |
| *Boy 2:* | *Yes, I see what you mean.* |
| *Boy 1:* | *Can I just check that I have understood correctly? Is that why the sea isn't usually frozen even in the winter, because the water contains salt?* |
| *Teacher:* | *That's right.* |
| *Boy 1:* | *I understand! How interesting!* |

***Answers:***

The experiment shows that water with salt in it freezes at a lower temperature than water without salt in it.

**4 Answer questions 1–3 to give your partner instructions about how to play your favourite game or sport. Check that they understand as you talk**

**1** Elicit phrases for checking understanding. Provide an example from the Functions box as a prompt.

**2** Then ask them to read the phrases and play the recording again for them to hear them.

**3** Ask the students to read the example in speech bubbles and refer them to the questions. Model the activity with a confident student.

**4** The students then work in pairs, taking turns to talk to give instructions and check understanding. Remind them to use the phrases in the Functions box. Go round and monitor, helping where necessary.

**5** Invite different students to give instructions about different activities for the rest of the class to join in, checking understanding.

***Answers:***

Students' own answers

**Internet search**

**1** Ask the students to read the Internet search box.

**2** Then ask them what they might type into the search engine to find the answer.

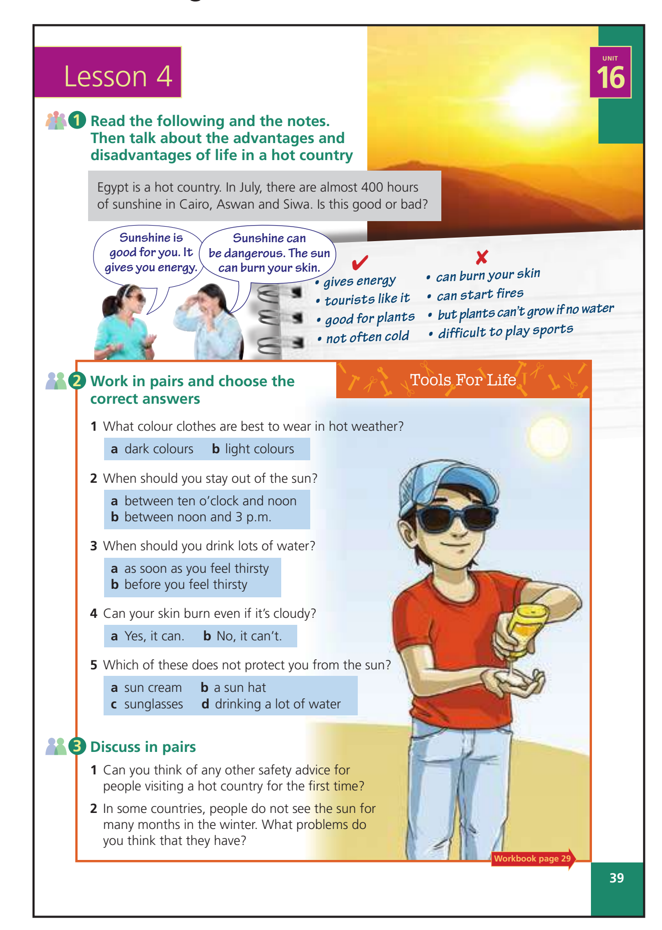
**3** Finally, ask pairs of students to report back their findings to the rest of the class (*About 3% of the sea is salt*). Ask what else they know about the water, for example, how much of the earth it covers (*about 71%, of which around 96.5% is sea water*).

# LESSON 4 SB page 39 WB page 29

## Outcomes

- To talk about the advantages and disadvantages of life in a hot country
- To give safety advice for visitors to a hot country

### SB Page 39


Lesson 4

UNIT 16

1 Read the following and the notes. Then talk about the advantages and disadvantages of life in a hot country

Egypt is a hot country. In July, there are almost 400 hours of sunshine in Cairo, Aswan and Siwa. Is this good or bad?

Sunshine is good for you. It gives you energy.

Sunshine can be dangerous. The sun can burn your skin.

✔
- gives energy
- tourists like it
- good for plants
- not often cold

✘
- can burn your skin
- can start fires
- but plants can't grow if no water
- difficult to play sports

2 Work in pairs and choose the correct answers

Tools For Life

1 What colour clothes are best to wear in hot weather?
a dark colours b light colours

2 When should you stay out of the sun?
a between ten o'clock and noon
b between noon and 3 p.m.

3 When should you drink lots of water?
a as soon as you feel thirsty
b before you feel thirsty

4 Can your skin burn even if it's cloudy?
a Yes, it can. b No, it can't.

5 Which of these does not protect you from the sun?
a sun cream b a sun hat
c sunglasses d drinking a lot of water

3 Discuss in pairs

1 Can you think of any other safety advice for people visiting a hot country for the first time?
2 In some countries, people do not see the sun for many months in the winter. What problems do you think that they have?

Workbook page 29

39

### 1 Read the following and the notes. Then talk about the advantages and disadvantages of life in a hot country

1 Ask the students to talk about the climate and weather in different seasons in Egypt. Ask what they like or dislike about Egypt's climate.
2 Then ask them to read the text and the example in speech bubbles.
3 Write **advantages** and **disadvantages** as headings on the board and elicit ideas for the advantages and disadvantages of hot climates. Then ask them to compare their own ideas with those in the lists.
4 Students then discuss the ideas in their groups, as in the example.
5 Invite different groups to share their ideas.

***Suggested answers:***

Advantages:

Sunshine is good for you. It gives you energy. Tourists like to visit because of the sunshine. It is good for plants so many crops and fruits grow here. It is not usually cold!

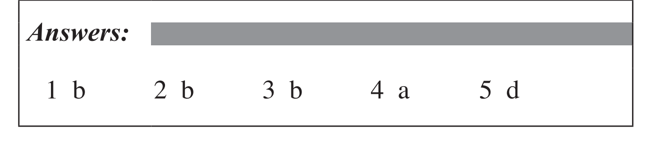
Disadvantages:

Sunshine can be dangerous. The sun can burn your skin. The sun can start fires. Sometimes it is difficult for plants to grow if there is not enough water. If it is very hot, it can be difficult to play sports, etc.

### 2 Work in pairs and choose the correct answers

1 Ask the students what they know about how to stay protected from hot sunshine.
2 Then ask them to work in pairs to read and answer the questions.
3 Invite the students to share their ideas with the rest of the class. Then ask which of the advice they follow themselves.

***Answers:***


1 b 2 b 3 b 4 a 5 d

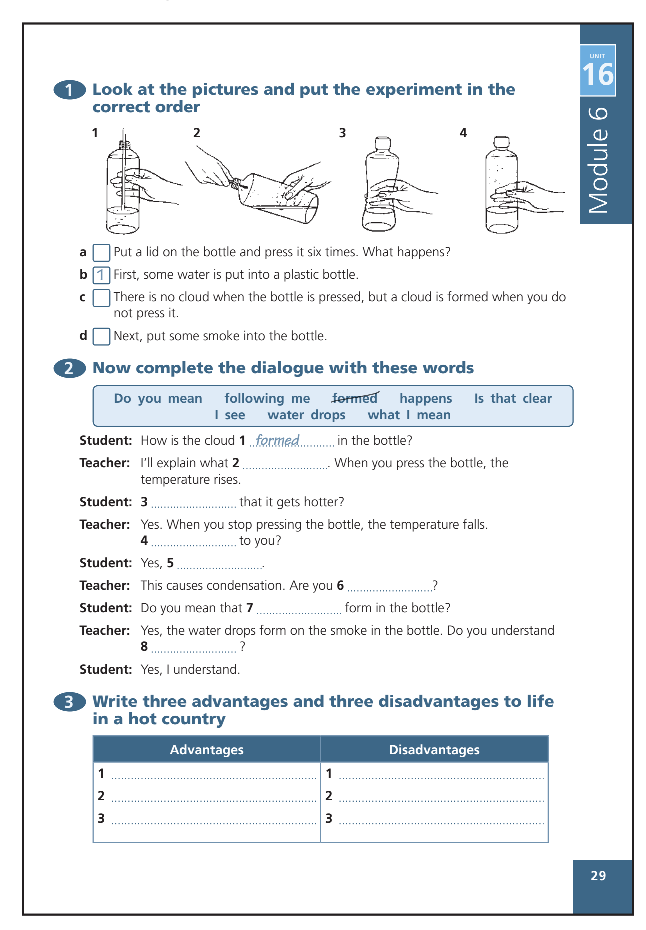
### 3 Discuss in pairs

1 Ask the students to discuss the questions in small groups.
2 Then discuss their ideas as a whole class.
3 Finally, have a short class discussion, offering safety advice about visiting a hot country for the first time, and the problems people have in countries where they don't see the sun for many months.

***Suggested answers:***

1 Don't do exercise outdoors if it's too hot. If you feel ill, find a cool place to rest. Wear sun cream to protect your skin. Be careful of the sun in the water or near sand. Your skin can burn more easily.
2 People may have problems staying warm in cold weather. They need to protect their skin against the cold. They may feel sad because of the lack of light and need to find alternative light sources.

## ✎ WB Page 29


UNIT 16

Module 6

**1 Look at the pictures and put the experiment in the correct order**

1 2 3 4

a [ ] Put a lid on the bottle and press it six times. What happens?

b [1] First, some water is put into a plastic bottle.

c [ ] There is no cloud when the bottle is pressed, but a cloud is formed when you do not press it.

d [ ] Next, put some smoke into the bottle.

**2 Now complete the dialogue with these words**

Do you mean   following me   ~~formed~~   happens   Is that clear   I see   water drops   what I mean

**Student:** How is the cloud **1** *formed* in the bottle?

**Teacher:** I'll explain what **2** ............ When you press the bottle, the temperature rises.

**Student:** **3** ............ that it gets hotter?

**Teacher:** Yes. When you stop pressing the bottle, the temperature falls. **4** ............ to you?

**Student:** Yes, **5** ............ .

**Teacher:** This causes condensation. Are you **6** ............?

**Student:** Do you mean that **7** ............ form in the bottle?

**Teacher:** Yes, the water drops form on the smoke in the bottle. Do you understand **8** ............ ?

**Student:** Yes, I understand.

**3 Write three advantages and three disadvantages to life in a hot country**

| Advantages | Disadvantages |
|---|---|
| 1 ............ | 1 ............ |
| 2 ............ | 2 ............ |
| 3 ............ | 3 ............ |

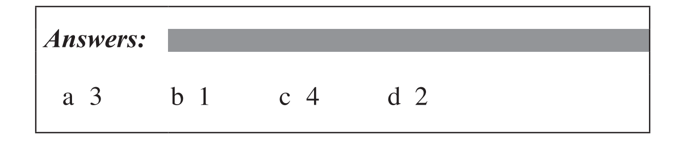
29

### 1 Look at the pictures and put the experiment in the correct order

1 Ask the students to look at the pictures and ask them to describe what they can see.

2 Students then put the stages of the experiment in the correct order.

3 Check the answers with the whole class. Point out that they must only try the experiment themselves under the supervision of an adult.


***Answers:***

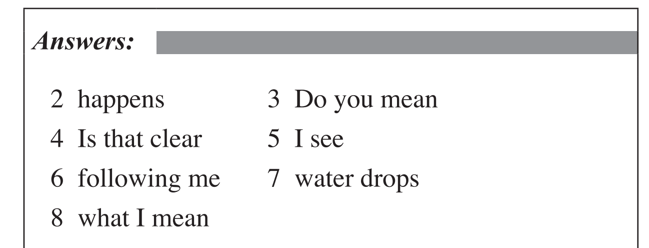
a 3  b 1  c 4  d 2

### 2 Now complete the dialogue with these words

1 Ask the students to look at the dialogue quickly and say what they think it is about (*a teacher and student are discussing the cloud experiment*).

2 Then ask the students to read the conversation and complete it with the phrases in the box.

3 Check the answers and then invite pairs of students to read out the dialogue.


***Answers:***

2 happens  3 Do you mean
4 Is that clear  5 I see
6 following me  7 water drops
8 what I mean

### 3 Write three advantages and three disadvantages to life in a hot country

1 Elicit advantages and disadvantages to living in a hot country.

2 Then ask students to write six sentences in total. They should start their answer in the Workbook and continue in their notebooks if they need more space. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their sentences with a partner to read and check the spelling and grammar.

3 Invite different students to read out their sentences.

***Answers:***

Students' own answers

**REVIEW** **SB page 40** **WB page 30**

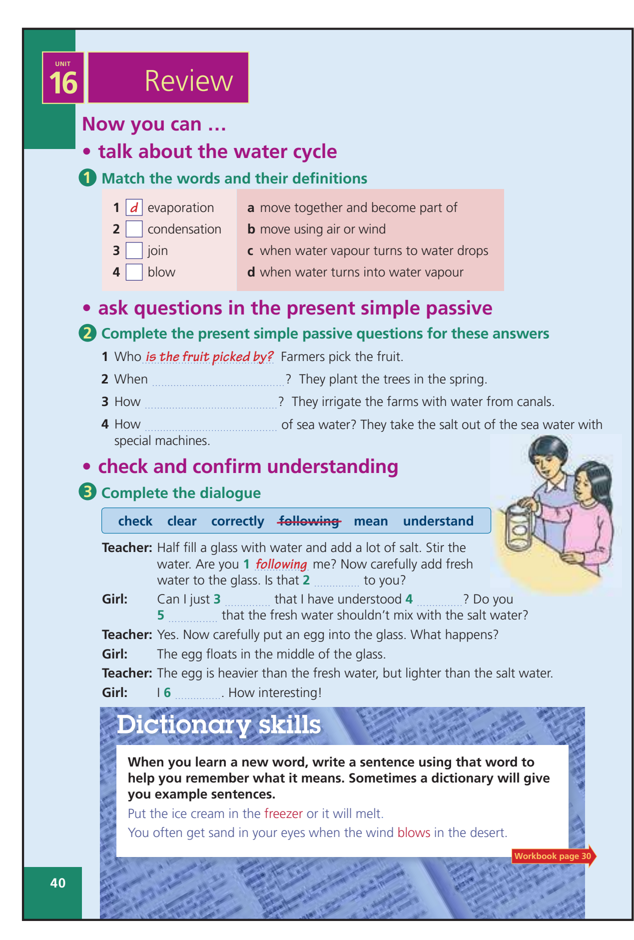
## Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise dictionary skills

### Before using the book:

- Write **The water cycle** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

## SB Page 40



UNIT 16 Review

Now you can …

• talk about the water cycle

1 Match the words and their definitions

| | | |
|---|---|---|
| 1 | d | evaporation |
| 2 | | condensation |
| 3 | | join |
| 4 | | blow |

a move together and become part of
b move using air or wind
c when water vapour turns to water drops
d when water turns into water vapour

• ask questions in the present simple passive

2 Complete the present simple passive questions for these answers

1 Who *is the fruit picked by?* Farmers pick the fruit.
2 When ………………? They plant the trees in the spring.
3 How ………………? They irrigate the farms with water from canals.
4 How ……………… of sea water? They take the salt out of the sea water with special machines.

• check and confirm understanding

3 Complete the dialogue

check clear correctly ~~following~~ mean understand

**Teacher:** Half fill a glass with water and add a lot of salt. Stir the water. Are you 1 *following* me? Now carefully add fresh water to the glass. Is that 2 ……… to you?
**Girl:** Can I just 3 ……… that I have understood 4 ………? Do you 5 ……… that the fresh water shouldn't mix with the salt water?
**Teacher:** Yes. Now carefully put an egg into the glass. What happens?
**Girl:** The egg floats in the middle of the glass.
**Teacher:** The egg is heavier than the fresh water, but lighter than the salt water.
**Girl:** I 6 ……… . How interesting!

Dictionary skills

When you learn a new word, write a sentence using that word to help you remember what it means. Sometimes a dictionary will give you example sentences.
Put the ice cream in the freezer or it will melt.
You often get sand in your eyes when the wind blows in the desert.

Workbook page 30

40

### 1 Match the words and their definitions

1 Elicit the words connected to the water cycle and their definitions.
2 Then ask the students to complete the task by matching the words and definitions.
3 Check the answers with the whole class.

*Answers:*

2 c 3 a 4 b

### 2 Complete the present simple passive questions for these answers

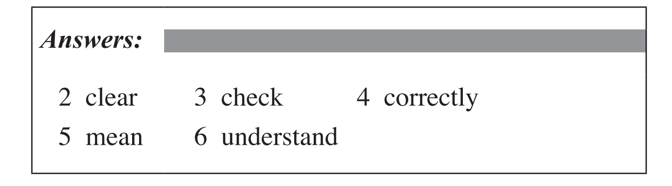
1 Elicit the form and use of the present simple passive.
2 Then ask the students to work in pairs to complete the questions, as in the example.
3 Ask pairs of students to ask and answer the questions.

*Answers:*

2 When are the trees planted?
3 How are farms irrigated?
4 How is the salt taken out of sea water?

### 3 Complete the dialogue

1 Elicit phrases for checking understanding.
2 The students then complete the dialogue in pairs.
3 Check the answers as a whole class and then invite pairs of students to read out the completed dialogue.



*Answers:*

2 clear 3 check 4 correctly
5 mean 6 understand

### Dictionary skills

1 Write the words **freezer** and **blow** on the board. Elicit their meanings.
2 Ask the students how they think they can help themselves to remember new words. Accept any feasible answers and encourage them to think about writing.
3 Ask the students to work in pairs to write the words in sentences which show their meanings. Explain that they do not have to write definitions of the words, but show how they are used.
4 Ask different students to read out their sentences.
5 Then ask them to read the Dictionary skills box and compare their ideas with those provided.

✎ **WB Page 30**

Module 6 UNIT 16

**1 Write these words in sentences to help you remember what they mean**

confirm disappear noon sunshine

1 ...
2 ...
3 ...
4 ...

**2 Read about how clouds are formed on mountains and answer the questions**

Air usually contains water vapour which is blown by the wind. When this air meets a mountain, the air is moved up. When it moves up, the air becomes cooler and the water vapour condenses into water drops. The water drops join together to form clouds. That is why you often see clouds at the tops of mountains.

1 What does air usually contain? *It usually contains water vapour.*
2 What is water vapour blown by? ...
3 What is moved up by mountains? ...
4 What condenses when air becomes cooler? ...
5 What joins together to form clouds? ...

a b c

**3 Write about the pictures above**

- Describe how the lake is formed.
- Say why the water evaporates.
- Use questions and answers in the present simple passive.

30

## 1 Write these words in sentences to help you remember what they mean

1. Ask the students to read the words in the box and elicit their meanings. Then ask them to write sentences which show how they are used, to help them remember what the words mean.
2. Ask different students to read out their sentences and ask the rest of the class to say which sentences they think are most helpful.

***Answers:***

Students' own answers

## 2 Read about how clouds are formed on mountains and answer the questions

1. Ask the students to describe the water cycle using the present simple passive.
2. Then ask them to read the text and identify the passive verb forms (*is blown (by the wind), is moved up*).
3. Then ask them to look at the example question and answer and ask them to complete the rest of the answers according to the information in the text.
4. Invite different students to read out their answers for the class.

***Suggested answers:***

2 It is blown by the wind.
3 Air is moved up by mountains.
4 water vapour
5 water drops

## 3 Write about the pictures above

1. Tell the students that they are going to write a short description of the water cycle.
2. Ask them to look at the pictures to remind themselves of the process. They then use the prompts to write their paragraph. Remind them to use sentences in the present simple passive where appropriate.
3. They should write their answer in their notebooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their paragraphs with a partner to read and check the spelling and grammar.
4. Finally, invite different students to read out their description for the class.

***Answers:***

Students' own answers

# Assessment

## Speaking task

***Outcome: to check and confirm understanding***

Use SB page 38, exercise 4

Ask the students to think of a game or sport (they should choose a different one to the one they chose previously). In pairs, students explain the game/sport, including three phrases for checking that someone understood. They should then respond to your own or their partner's description with three phrases for checking/confirming understanding. Assess their accurate use of the six phrases.

## Reading task

***Outcome: to understand a text about the water cycle***

Use SB page 36, exercise 2 text

Write the following statements on the board:

**1 Clouds are formed when drops of water join together.**

**2 Snow is made of frozen water drops.**

**3 Water is turned from a gas to a liquid during evaporation.**

**4 Rain falls when the drops are big enough.**

**5 Water vapour is large drops of water.**

Students read the texts again and decide whether the statements are true or false.

## Writing task

***Outcome: to write safety advice for someone visiting a cold country***

Elicit some safety advice for visitors to a cold country. Students write three sentences with advice.

## Listening task

***Outcome: to understand the present simple passive***

Use the tapescript for SB page 38, exercise 3

Students listen to the salt and water science experiment again and note down the phrases which are used to check understanding.

# UNIT 17 Important discoveries

**SB pages 41–45 WB pages 31–33**

## Objectives

**Grammar**

Past simple passive

**Reading**

Reading a magazine article about discoveries

**Listening**

Listening to a short talk about the history of flight

**Speaking**

Giving a short talk

**Writing**

Writing a talk about an invention

## LESSON 1 SB page 41

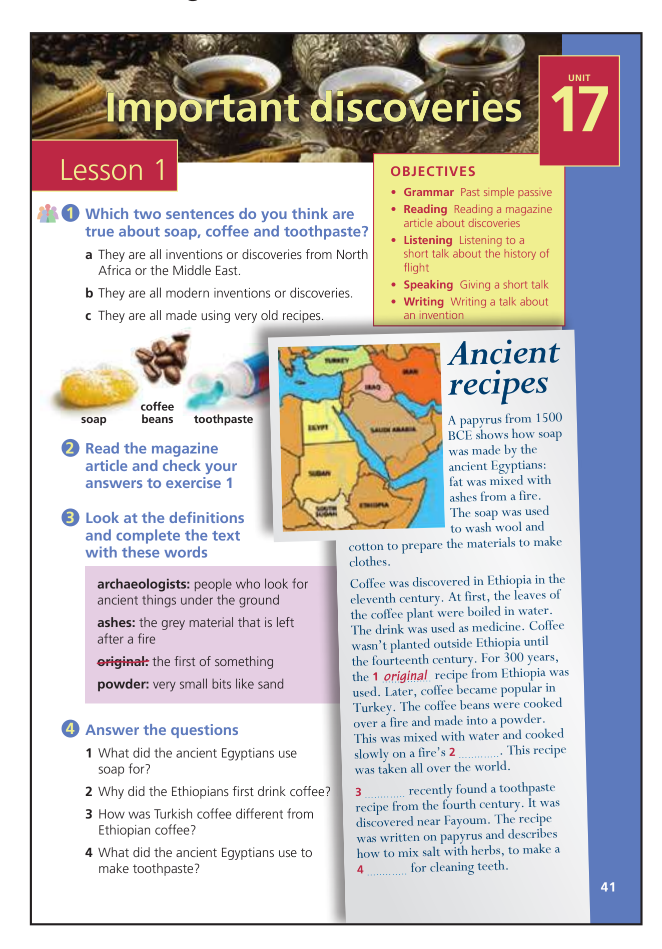
### Outcomes

- To discuss inventions and discoveries
- To read about ancient recipes and answer questions

**Before using the book:**

- Write the title of the unit **Important discoveries** on the board and elicit the meaning.
- Ask students to work in small groups to discuss the discoveries they think have been most important, for example, the drug penicillin, used to treat infections.
- Invite different groups to share their ideas, and ask the class to vote on the discovery they think is the most important.

SB Page 41



Important discoveries

UNIT 17

Lesson 1

OBJECTIVES
- **Grammar** Past simple passive
- **Reading** Reading a magazine article about discoveries
- **Listening** Listening to a short talk about the history of flight
- **Speaking** Giving a short talk
- **Writing** Writing a talk about an invention

1 Which two sentences do you think are true about soap, coffee and toothpaste?

a They are all inventions or discoveries from North Africa or the Middle East.

b They are all modern inventions or discoveries.

c They are all made using very old recipes.

soap coffee beans toothpaste

2 Read the magazine article and check your answers to exercise 1

3 Look at the definitions and complete the text with these words

**archaeologists:** people who look for ancient things under the ground

**ashes:** the grey material that is left after a fire

~~**original:**~~ the first of something

**powder:** very small bits like sand

4 Answer the questions

1 What did the ancient Egyptians use soap for?

2 Why did the Ethiopians first drink coffee?

3 How was Turkish coffee different from Ethiopian coffee?

4 What did the ancient Egyptians use to make toothpaste?

*Ancient recipes*

A papyrus from 1500 BCE shows how soap was made by the ancient Egyptians: fat was mixed with ashes from a fire. The soap was used to wash wool and cotton to prepare the materials to make clothes.

Coffee was discovered in Ethiopia in the eleventh century. At first, the leaves of the coffee plant were boiled in water. The drink was used as medicine. Coffee wasn't planted outside Ethiopia until the fourteenth century. For 300 years, the 1 *original* recipe from Ethiopia was used. Later, coffee became popular in Turkey. The coffee beans were cooked over a fire and made into a powder. This was mixed with water and cooked slowly on a fire's 2 ........... This recipe was taken all over the world.

3 ........... recently found a toothpaste recipe from the fourth century. It was discovered near Fayoum. The recipe was written on papyrus and describes how to mix salt with herbs, to make a 4 ........... for cleaning teeth.

41



### 1 Which two sentences do you think are true about soap, coffee and toothpaste?

1. Draw attention to the Objectives box on page 41, which refers to the objectives of the unit, and explain in Arabic if necessary.
2. Put the students into small groups and ask them to read the sentences and discuss which are true about all three of the items.
3. Invite the groups to share their ideas with the rest of the class but do not confirm them at this point.

### 2 Read the magazine article and check your answers to exercise 1

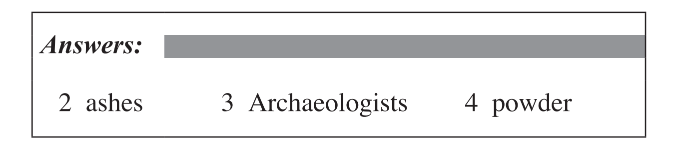
1. Ask the students to read the article quickly to find the answers to the first exercise.
2. Invite students to give the answers and identify the parts of the text where they found the relevant information.

***Answers:***

a and c are true

## 3 Look at the definitions and complete the text with these words

1 Write the words on the board and ask the students what they think they mean. Then ask them to read the definitions and check their ideas.
2 They then read the text again more carefully and put the words in the correct place in the text. Remind them not to worry about any words they don't know at this point.
3 Check the answers with the whole class.



***Answers:***

2 ashes     3 Archaeologists     4 powder

## 4 Answer the questions

1 Ask the students to read the questions and discuss what they remember from the text.
2 The students then read the text again to find the answers.
3 Invite different students to give their answers. Ask them to point to the part of the text where they found the answer.
4 Ask students whether there were any words they didn't know. Ask them to read the context carefully to think about what the word means before confirming their definitions.

***Suggested answers:***

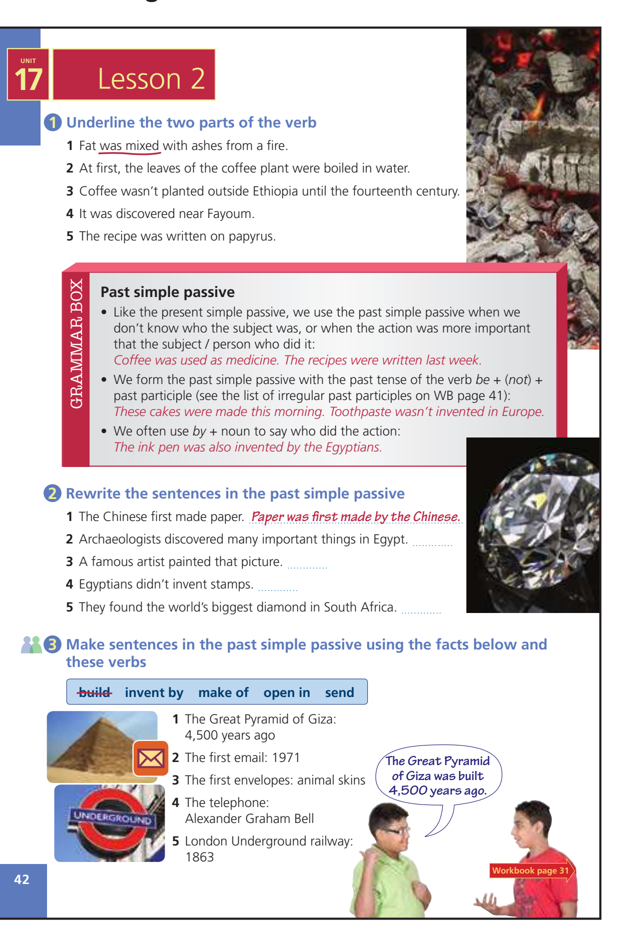
1 They used it to wash wool and cotton to prepare the materials to make clothes.
2 They used it as medicine.
3 In Turkey, coffee beans were cooked over a fire and made into a powder. This was mixed with water and cooked slowly on a fire's ashes. In Ethiopia, the leaves were boiled in water.
4 They used salt and herbs.

## LESSON 2 SB page 42 WB page 31

### Outcomes

• To use the past simple passive

## SB Page 42



UNIT 17 Lesson 2

1 Underline the two parts of the verb

1 Fat was mixed with ashes from a fire.
2 At first, the leaves of the coffee plant were boiled in water.
3 Coffee wasn't planted outside Ethiopia until the fourteenth century.
4 It was discovered near Fayoum.
5 The recipe was written on papyrus.

GRAMMAR BOX

**Past simple passive**

- Like the present simple passive, we use the past simple passive when we don't know who the subject was, or when the action was more important that the subject / person who did it: *Coffee was used as medicine. The recipes were written last week.*
- We form the past simple passive with the past tense of the verb *be* + (*not*) + past participle (see the list of irregular past participles on WB page 41): *These cakes were made this morning. Toothpaste wasn't invented in Europe.*
- We often use *by* + noun to say who did the action: *The ink pen was also invented by the Egyptians.*

2 Rewrite the sentences in the past simple passive

1 The Chinese first made paper. *Paper was first made by the Chinese.*
2 Archaeologists discovered many important things in Egypt. ............
3 A famous artist painted that picture. ............
4 Egyptians didn't invent stamps. ............
5 They found the world's biggest diamond in South Africa. ............

3 Make sentences in the past simple passive using the facts below and these verbs

~~build~~ invent by make of open in send

1 The Great Pyramid of Giza: 4,500 years ago
2 The first email: 1971
3 The first envelopes: animal skins
4 The telephone: Alexander Graham Bell
5 London Underground railway: 1863



42

Workbook page 31

## 1 Underline the two parts of the verb

1 Ask the students what they remember about the form and use of the present simple passive. Then tell them that they are going to find out about the past simple passive.
2 Ask them to work in pairs to discuss what they think the form of the past simple passive is and when it is used.
3 Ask the students to share their ideas and then ask them to look at the first sentence to check the verb forms (*the past simple of* be + *the past participle*).
4 Ask them to copy the rest of the sentences into their notebooks and underline the past simple passive verb forms.
5 While they are working, write sentences 2–5 on the board and check answers by inviting different students to come to the board and underline the verb forms.
6 Then ask them to read the whole of the Grammar box and check whether their ideas about use were correct.

**Answers:**

2 At first, the leaves of the coffee plant were boiled in water.
3 Coffee wasn't planted outside Ethiopia until the fourteenth century.
4 It was discovered near Fayoum.
5 The recipe was written on papyrus.

**2 Rewrite the sentences in the past simple passive**

1 Write the example active sentence on the board and construct the past simple passive sentence as a class.
2 Students rewrite the rest of the sentences in pairs. Go round and monitor, helping where necessary.
3 Then invite several students to read out the rewritten sentences.

**Answers:**

2 Many important things were discovered in Egypt (by archaeologists).
3 That picture was painted by a famous artist.
4 Stamps weren't invented by Egyptians.
5 The world's biggest diamond was found in South Africa.

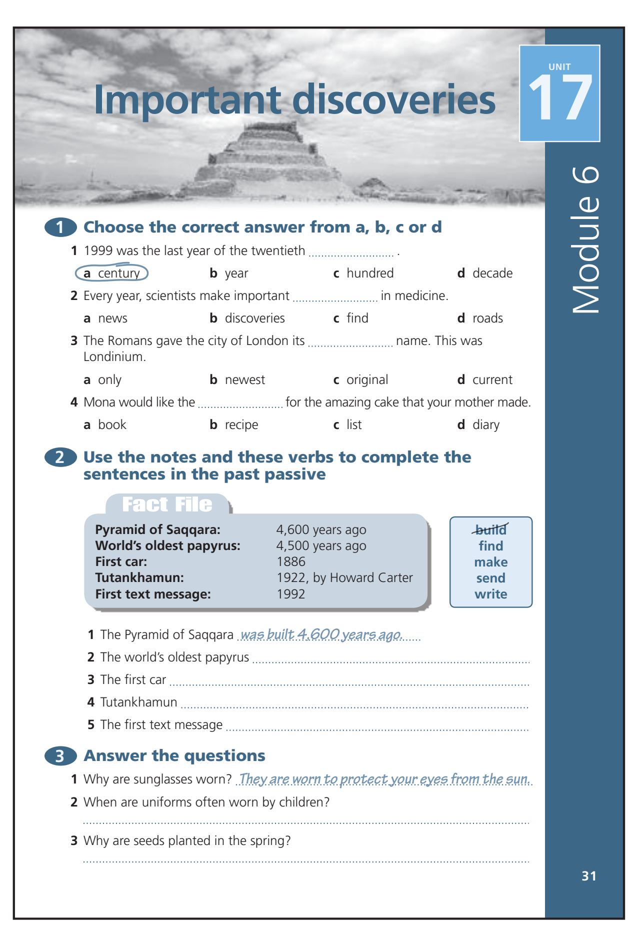
**3 Make sentences in the past simple passive using the facts below and these verbs**

1 Ask the students what they can see in the pictures (*a Pyramid, an email message symbol, an underground train station sign*).
2 Ask the students to look at the verbs in the box and the example in the speech bubble.
3 Then ask them to work in pairs to make sentences using the past simple passive. Go round and monitor, helping where necessary.
4 Invite pairs of students to say their sentences for the rest of the class to check correct usage of the past simple passive. Ask which facts they already knew and whether they were surprised by any of the information.

**Answers:**

2 The first email was sent in 1971.
3 The first envelopes were made of animal skins.
4 The telephone was invented by Alexander Graham Bell.
5 The London Undergound railway was opened in 1863.

✎ **WB Page 31**



UNIT 17

Important discoveries

Module 6

**1 Choose the correct answer from a, b, c or d**

1 1999 was the last year of the twentieth ........................ .
a century b year c hundred d decade
2 Every year, scientists make important ........................ in medicine.
a news b discoveries c find d roads
3 The Romans gave the city of London its ........................ name. This was Londinium.
a only b newest c original d current
4 Mona would like the ........................ for the amazing cake that your mother made.
a book b recipe c list d diary

**2 Use the notes and these verbs to complete the sentences in the past passive**

Fact File

| | |
|---|---|
| Pyramid of Saqqara: | 4,600 years ago |
| World's oldest papyrus: | 4,500 years ago |
| First car: | 1886 |
| Tutankhamun: | 1922, by Howard Carter |
| First text message: | 1992 |

~~build~~ find make send write

1 The Pyramid of Saqqara was built 4,600 years ago.
2 The world's oldest papyrus ........................
3 The first car ........................
4 Tutankhamun ........................
5 The first text message ........................

**3 Answer the questions**

1 Why are sunglasses worn? They are worn to protect your eyes from the sun.
2 When are uniforms often worn by children?
........................
3 Why are seeds planted in the spring?
........................

31

**1 Choose the correct answer from a, b, c or d**

1 Elicit the discoveries that the students have learned about in the unit so far.
2 Then ask them to complete each sentence with the correct word.
3 Check the answers by inviting different students to read out the whole sentences.

**Answers:**

2 b
3 c
4 b

## 2 Use the notes and these verbs to complete the sentences in the past passive

1 Ask the students to look at the fact file. Ask *What does it show?* (*dates when different things happened*).

2 Then ask them to look at the example and explain that they have to complete the rest of the sentences using the fact file and a verb from the box.

3 Students complete the rest of the exercise in pairs.

4 Go through the answers with the whole class.

***Answers:***

2 The world's oldest papyrus was written 4,500 years ago.
3 The first car was made in 1886.
4 Tutankhamun was found in 1922 by Howard Carter.
5 The first text message was sent in 1992.

## 3 Answer the questions

1 Elicit the past simple passive.

2 Then ask the students to look at the example and answer the rest of the questions using the past simple passive.

3 Invite different students to read out their answers.

***Answers:***

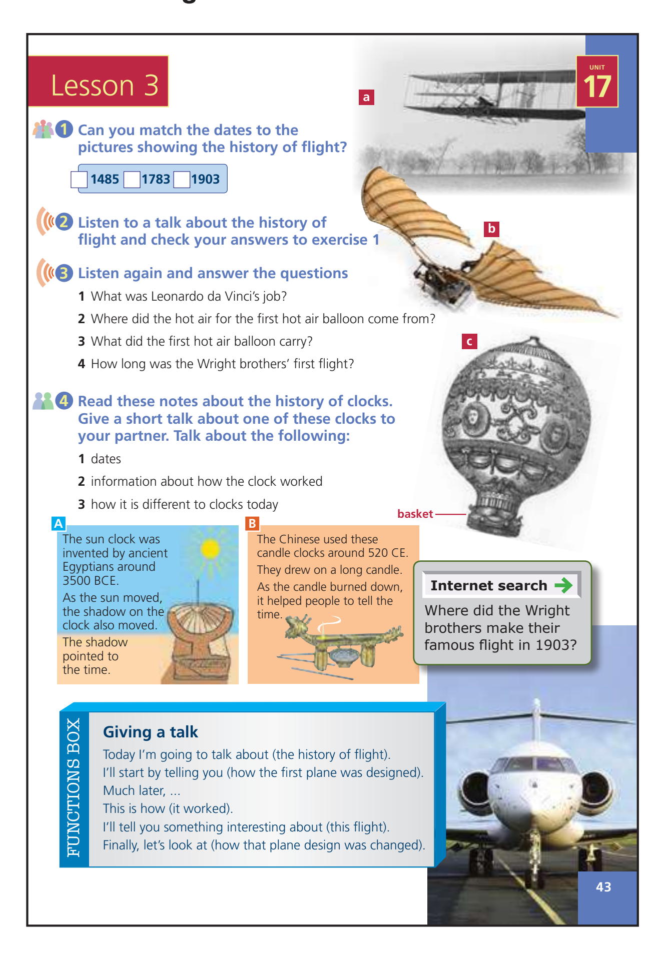
2 They are often worn by children when they go school.
3 They are planted in the spring so new plants grow in the summer.

## LESSON 3 SB page 43

### Outcomes

- To listen to a talk about the history of flight
- To give a talk
- To carry out an internet search about the Wright brothers

SB Page 43




## 1 Can you match the dates to the pictures showing the history of flight?

1 Ask the students to look at the pictures and ask *What can you see?*

2 Ask them what they know about the history of flying. Then ask them to work in small groups to match the dates and pictures.

3 Check the students' ideas as a class but do not confirm them at this point.

4 Depending on your students' experiences, ask *Have you ever flown by plane? Did you enjoy the experience? Do you like flying? Would you like to fly in a plane?*

## 2 Listen to a talk about the history of flight and check your answers to exercise 1

1 Tell the students that they are going to listen to a talk about the history of flight and check their ideas for exercise 1.

2 Play the recording for the students to listen and check.

3 Check the answers as a class.

**Tapescript**

*Teacher:* *Today, I'm going to talk about the history of flight. I'll start by telling you how the first plane was designed. Does anyone know anything about it?*

*Boy 1:* *I think the first plane was designed by Leonardo da Vinci.*

*Teacher:* *That's correct. The first drawings of planes were made in the 1480s. A plane was designed by the famous Italian scientist and artist, Leonardo da Vinci.*

*Boy 2:* *Did they use his original drawing to build a plane?*

*Teacher:* *No, they didn't. But the drawing helped people to think about how they could fly. Now, much later, two French brothers, the Montgolfier brothers, invented the first hot air balloon. This is how it worked. They used a fire to blow hot air into the balloon. Passengers sat in a large basket that was tied to the balloon. The first passengers in the hot air balloon were animals! The first flight with people in a hot air balloon was completed in 1783. Many other flying machines were invented after this time. Some worked, but some didn't! Then, after years doing experiments with planes, the first flight was made by the American Wright brothers, in 1903. I'll tell you something interesting about this flight. It lasted only twelve seconds! Finally, let's look at how their plane design was changed over the next years...*

***Answers:***

a 1903 (the Wright brothers' flyer)
b 1485 (ornicopter by Leonardo da Vinci)
c 1783 (Montgolfier's hot air balloon)

### 3 Listen again and answer the questions

1. Ask the students to read the questions and discuss them in pairs.
2. Then play the recording again for them to listen for the answers.
3. Check the answers with the whole class. Ask what else they know about Leonardo da Vinci's work. You could ask students to find out more about him and report back their findings in the next class.

***Answers:***

1 He was a scientist and artist.
2 It came from a fire.
3 It carried animals.
4 It lasted twelve seconds.

### 4 Read these notes about the history of clocks. Give a short talk about one of these clocks to your partner. Talk about the following:

1. Ask the students to explain what a clock does. Ask whether they know about any early types of clock.
2. Tell the students that they are going to give a short talk to their partner about an early kind of clock. Ask them to read the phrases in the Functions box for giving a talk and check the meaning of any unknown words.
3. Divide the students into pairs and tell each student whether they are A or B. Ask the A students to read the text on the left, and the B students to read the one on the right.
4. Students prepare a short talk to give to their partner, using the prompts and the information in the text. Go round and monitor, helping where necessary.
5. Students then give their short talk. Remind them to use the phrases in the Functions box.
6. Finally, invite confident students to give their talk to the rest of the class.

***Answers:***

Students' own answers

**Internet search**

1. Ask the students what they remember about the Wright brothers from the talk they listened to. Tell them that they are going to find out more about the 1903 flight they made.
2. Ask them to read the instruction and ask what they might type into the search engine (*they could type in the whole question*).
3. Students carry out their research in pairs, and then report their findings to the class.

**Answers:**

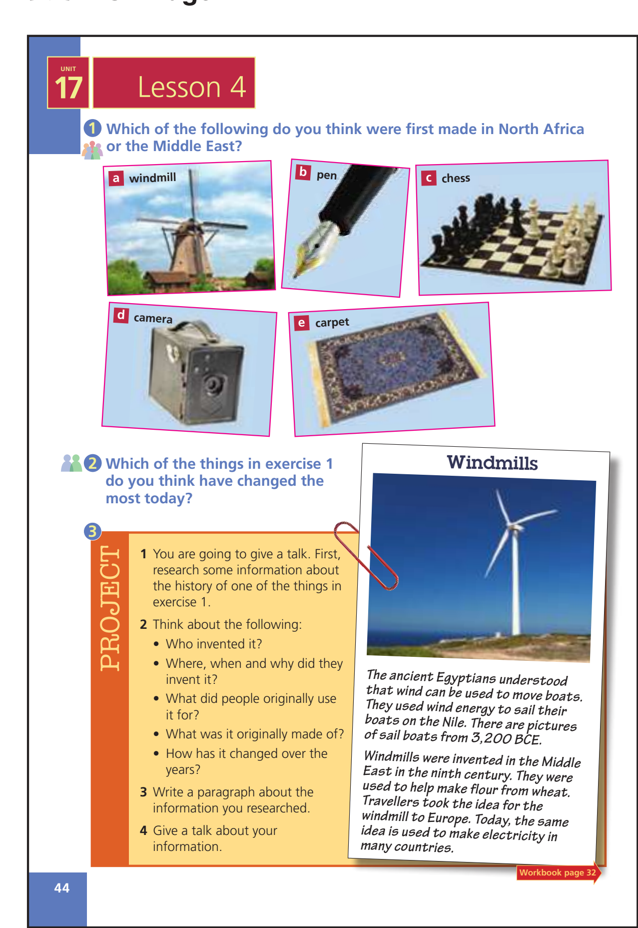
The Wright brothers' flight took place a few kilometres north of Kitty Hawk in North Carolina, USA.

## LESSON 4 SB page 44 WB page 32

### Outcomes

- To learn about inventions
- To write about and give a talk about an invention

### SB Page 44


UNIT 17

Lesson 4

1 Which of the following do you think were first made in North Africa or the Middle East?

a windmill
b pen
c chess
d camera
e carpet

2 Which of the things in exercise 1 do you think have changed the most today?

3 PROJECT

1 You are going to give a talk. First, research some information about the history of one of the things in exercise 1.

2 Think about the following:
- Who invented it?
- Where, when and why did they invent it?
- What did people originally use it for?
- What was it originally made of?
- How has it changed over the years?

3 Write a paragraph about the information you researched.

4 Give a talk about your information.

Windmills

*The ancient Egyptians understood that wind can be used to move boats. They used wind energy to sail their boats on the Nile. There are pictures of sail boats from 3,200 BCE.*

*Windmills were invented in the Middle East in the ninth century. They were used to help make flour from wheat. Travellers took the idea for the windmill to Europe. Today, the same idea is used to make electricity in many countries.*

Workbook page 32

44

### 1 Which of the following do you think were first made in North Africa or the Middle East?

1. Ask the students to look at the pictures and say what the objects are and how they are used.
2. Ask them to work in small groups to discuss the question. Ask them to also think about what they know about the history of each object.
3. Invite the groups to share their ideas and have a short class discussion about what they know about the objects' history.

**Answers:**

They all were.

### 2 Which of the things in exercise 1 do you think have changed the most today?

1. Ask the students to discuss the question in groups before discussing the answer as a whole class.
2. Ask them to explain how the camera has changed.

**Answers:**

the camera

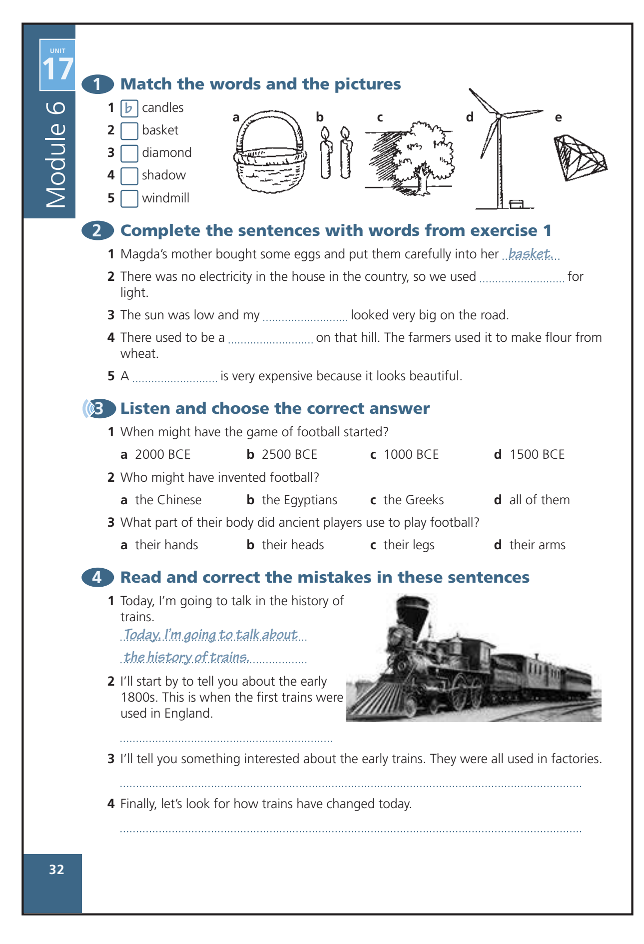
### 3 Project

1. Ask the students to read the example paragraph and tell them that they are going to write and present a similar paragraph about one of the items in exercise 1.
2. Ask them to read 1 and 2 and allow them time in class or at home to research the item of their choice. Try to make sure there is an even distribution of the different objects.
3. When they have gathered their information, ask them to plan their writing, using the example text as a model.
4. Students write their paragraphs. Remind them to include some examples of the past simple passive. Go round and monitor, helping where necessary.
5. Students then give their talks in small groups, listening for correct usage of the past simple passive. Then invite confident students to give their talks for the rest of the class.

**Answers:**

Students' own answers

## ✎ WB Page 32



UNIT 17

Module 6

**1 Match the words and the pictures**

1 [b] candles
2 [ ] basket
3 [ ] diamond
4 [ ] shadow
5 [ ] windmill



**2 Complete the sentences with words from exercise 1**

1 Magda's mother bought some eggs and put them carefully into her ..*basket*..
2 There was no electricity in the house in the country, so we used .................... for light.
3 The sun was low and my .................... looked very big on the road.
4 There used to be a .................... on that hill. The farmers used it to make flour from wheat.
5 A .................... is very expensive because it looks beautiful.

**3 Listen and choose the correct answer**

1 When might have the game of football started?
   a 2000 BCE   b 2500 BCE   c 1000 BCE   d 1500 BCE
2 Who might have invented football?
   a the Chinese   b the Egyptians   c the Greeks   d all of them
3 What part of their body did ancient players use to play football?
   a their hands   b their heads   c their legs   d their arms

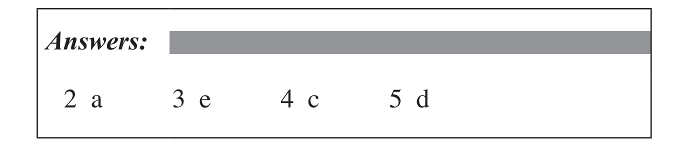
**4 Read and correct the mistakes in these sentences**

1 Today, I'm going to talk in the history of trains.
   *Today, I'm going to talk about the history of trains.*
2 I'll start by to tell you about the early 1800s. This is when the first trains were used in England.
   ....................
3 I'll tell you something interested about the early trains. They were all used in factories.
   ....................
4 Finally, let's look for how trains have changed today.
   ....................

32

### 1 Match the words and the pictures

1 Ask the students to look at the words and elicit their meanings.
2 They then complete the exercise in pairs.
3 Check the answers with the whole class.



***Answers:***

2 a   3 e   4 c   5 d

### 2 Complete the sentences with words from exercise 1

1 Ask the students to read the example sentence and explain what they have to do.
2 Then ask them to complete the rest of the exercise individually before checking their answers with a partner.
3 Invite different students to read out the completed sentences.

***Answers:***

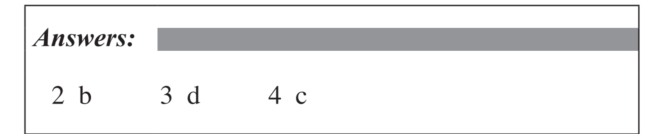
2 candles   3 shadow   4 windmill   5 diamond

### 3 Listen and choose the correct answer

1 Ask the students to read the questions and options. Explain that they are going to hear some information about football and that they should listen and choose the correct options.
2 Play the recording while the students listen and choose the answers.
3 Check the answers as a whole class.

**Tapescript**

Narrator: *Historians think that the game of football may have started in 2500 BCE, when Greeks, Egyptians and Chinese played a game by kicking a ball.*



***Answers:***

2 b   3 d   4 c

### 4 Read and correct the mistakes in these sentences

1 Ask the students to look at the picture and ask *What can you see?* (*an early steam engine/ train*).
2 Write the first sentence with the mistake on the board and ask the students to identify and correct the error. Then tell them that the sentences are part of a talk about the history of trains.
3 Students work in pairs to identify and correct the mistakes.
4 Invite different students to read each corrected sentence aloud to check the answers.

***Answers:***

2 I'll start by telling you about the early 1800s. This is when the first trains were used in England.
3 I'll tell you something interesting about the early trains. They were all used in factories.
4 Finally, let's look at how trains have changed today.

**REVIEW** SB page 45 WB page 33

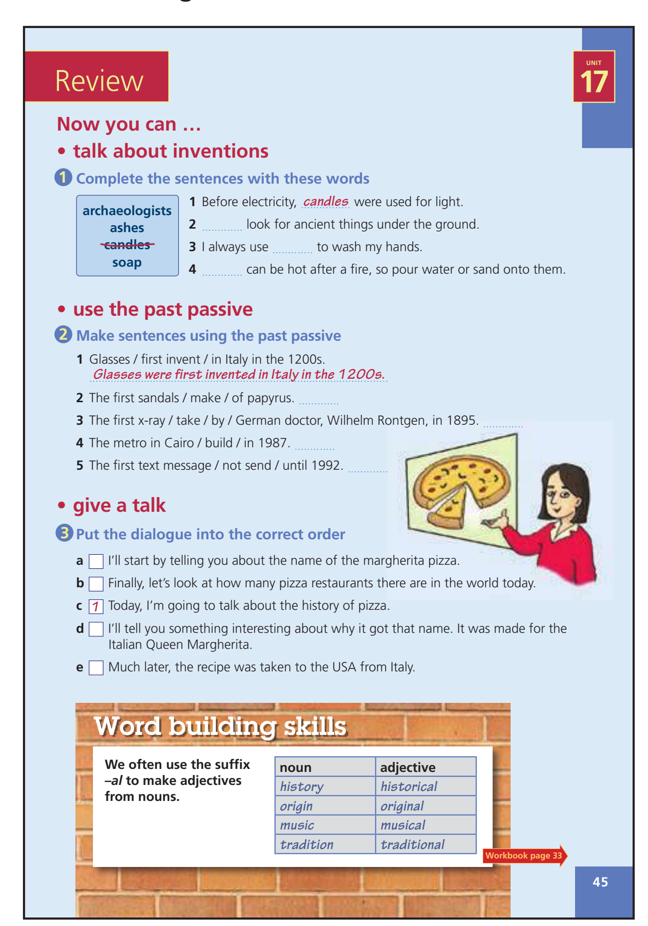
## Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise word building skills

### Before using the book:

- Write **Important discoveries** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

### SB Page 45



Review

UNIT 17

Now you can …

- talk about inventions

1 Complete the sentences with these words

archaeologists
ashes
~~candles~~
soap

1 Before electricity, *candles* were used for light.
2 .......... look for ancient things under the ground.
3 I always use .......... to wash my hands.
4 .......... can be hot after a fire, so pour water or sand onto them.

- use the past passive

2 Make sentences using the past passive

1 Glasses / first invent / in Italy in the 1200s.
*Glasses were first invented in Italy in the 1200s.*
2 The first sandals / make / of papyrus. ..........
3 The first x-ray / take / by / German doctor, Wilhelm Rontgen, in 1895. ..........
4 The metro in Cairo / build / in 1987. ..........
5 The first text message / not send / until 1992. ..........

- give a talk

3 Put the dialogue into the correct order

a ☐ I'll start by telling you about the name of the margherita pizza.
b ☐ Finally, let's look at how many pizza restaurants there are in the world today.
c ☑ 1 Today, I'm going to talk about the history of pizza.
d ☐ I'll tell you something interesting about why it got that name. It was made for the Italian Queen Margherita.
e ☐ Much later, the recipe was taken to the USA from Italy.

Word building skills

We often use the suffix *–al* to make adjectives from nouns.

| noun | adjective |
|---|---|
| *history* | *historical* |
| *origin* | *original* |
| *music* | *musical* |
| *tradition* | *traditional* |

Workbook page 33

45

### 1 Complete the sentences with these words

1 Ask students to look at the words in the box and elicit the meanings.
2 Students then complete the exercise in pairs, using the words in the box.
3 Go through the answers with the whole class.

*Answers:*

2 Archaeologists 3 soap 4 Ashes

### 2 Make sentences using the past passive

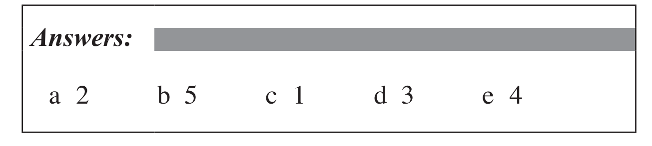
1 Elicit the form and use of the past simple passive.
2 Then ask them to complete the exercise, as in the example.
3 Invite several students to read out the sentences.

*Answers:*

2 The first sandals were made of papyrus.
3 The first x-ray was taken by a German doctor, Wilhelm Rontgen, in 1895.
4 The metro in Cairo was built in 1987.
5 The first text message was not sent until 1992.

### 3 Put the dialogue into the correct order

1 Elicit phrases for giving a talk.
2 Then ask the students to quickly look at the sentences and say what the talk is about (*the margherita pizza*). Ask *What is margherita pizza?* (*cheese and tomato*). Ask *Do you like it? What kind of pizzas do you like?*
3 Students complete the rest of the exercise.
4 Check the answers with the whole class.



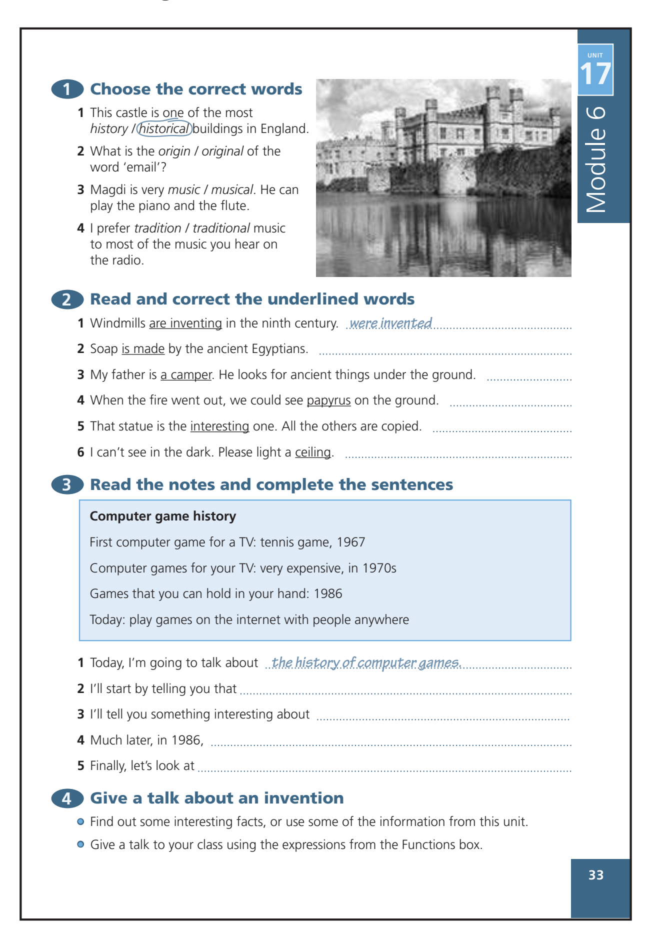
*Answers:*

a 2 b 5 c 1 d 3 e 4

### Word building skills

1 Ask the students what they remember about prefixes and suffixes (*Prefixes are beginnings of words which are added to make a new word. Suffixes are endings of words which are added to make a new word. The same beginning/ending can be added to different words*). Elicit some examples.
2 Then ask them to look at the Word building skills box and read the examples. Ask different students to make a sentence about each of the words.

## ✎ WB Page 33



UNIT 17

Module 6

**1 Choose the correct words**

1 This castle is one of the most *history* / *historical* buildings in England.
2 What is the *origin* / *original* of the word 'email'?
3 Magdi is very *music* / *musical*. He can play the piano and the flute.
4 I prefer *tradition* / *traditional* music to most of the music you hear on the radio.

**2 Read and correct the underlined words**

1 Windmills are inventing in the ninth century. *were invented*
2 Soap is made by the ancient Egyptians. ..........
3 My father is a camper. He looks for ancient things under the ground. ..........
4 When the fire went out, we could see papyrus on the ground. ..........
5 That statue is the interesting one. All the others are copied. ..........
6 I can't see in the dark. Please light a ceiling. ..........

**3 Read the notes and complete the sentences**

**Computer game history**
First computer game for a TV: tennis game, 1967
Computer games for your TV: very expensive, in 1970s
Games that you can hold in your hand: 1986
Today: play games on the internet with people anywhere

1 Today, I'm going to talk about *the history of computer games.*
2 I'll start by telling you that ..........
3 I'll tell you something interesting about ..........
4 Much later, in 1986, ..........
5 Finally, let's look at ..........

**4 Give a talk about an invention**

- Find out some interesting facts, or use some of the information from this unit.
- Give a talk to your class using the expressions from the Functions box.

33

### 1 Choose the correct words

**1** Ask the students to look at the picture and say what they can see (*a castle*). Ask what the students know about castles, for example, who lives or used to live in them (*kings or important families*).

**2** Students then complete the task by choosing the correct words, as in the example.

**3** Invite different students to read out the sentences.

***Answers:***

2 origin 3 musical 4 traditional

### 2 Read and correct the underlined words

**1** Write the first sentence with the underlining on the board. Elicit the mistake in the sentence (*the past simple passive should be used, i.e.* were invented).

**2** Ask the students to work in pairs to correct the underlined parts of the remaining sentences.

**3** Check the answers as a whole class.

***Answers:***

2 was made 3 an archaeologist 4 ashes
5 original 6 candle

### 3 Read the notes and complete the sentences

**1** Ask the students whether they like playing computer games and what they know about the history of the computer game.

**2** Students then complete the sentences by using the information in the box.

**3** Invite different students to read out the completed sentences.

***Suggested answers:***

2 I'll start by telling you that the first computer game for a TV was a tennis game, in 1967.
3 I'll tell you something interesting about computer games for the TV in the 1970s: they were very expensive.
4 Much later, in 1986, you could buy computer games that you could hold in your hand.
5 Finally, let's look at computer games today. Today, you can play games on the internet with people anywhere in the world.

### 4 Give a talk about an invention

**1** Ask the students to read the prompts and elicit some ideas.

**2** Students plan their talk. Remind them to use examples of the past simple passive where appropriate, and the phrases in the Functions box on page 43 of the Student's Book.

**3** Go round and monitor while the students plan their talk, making suggestions where necessary. When they have finished, ask them to practise their talks with a partner and make suggestions for any changes.

**4** Finally, invite different students to give their talks for the class.

***Answers:***

Students' own answers

# Assessment

## Speaking task

***Outcome: to give a short talk***

Use SB page 43, exercise 4

Students research and prepare a short talk about the history of an object they use every day, using some of the phrases from the Functions box. Students give their talks. Assess them on the correct usage of the phrases.

## Reading task

***Outcome: to understand an article about discoveries***

Use SB page 41, exercise 2 text

Write the following statements on the board:

**1 Soap was made from fat and ashes.**

**2 Coffee was first used as medicine in Ethiopia.**

**3 In Turkey, coffee was made by boiling leaves.**

**4 The Turkish coffee recipe was used around the world.**

**5 Nobody knows the recipe of the first toothpaste.**

Students read the texts again and decide whether the statements are true or false.

## Writing task

***Outcome: to use the past simple passive***

Use SB page 44, exercise 1

Students choose an object which they haven't previously written or talked about. They then write a paragraph about the object, including three examples of the past simple passive.

## Listening task

***Outcome: to understand a talk about the history of flight***

Use the tapescript for SB page 43, exercises 2 and 3

Write the following statements on the board:

**1 Leonardo da Vinci first designed a plane in the 1480s.**

**2 His original drawing was used to build a plane.**

**3 The Montgolfier brothers invented the hot air balloon.**

**4 Many people tried to invent different machines for flying.**

Play the recording for the students to decide whether the statements are true or false.

# UNIT 18 Space travel

**SB pages 46–50 WB pages 34–36**

## Objectives

**Grammar**

Past simple passive questions

**Reading**

Reading about the International Space Station

**Listening**

Listening to people talking about new technology

**Speaking**

Describing things

**Writing**

Describing an invention

## LESSON 1 SB page 46

### Outcomes

• To talk about space

• To read about the International Space Station and answer questions

**Before using the book:**

- Write the title of the unit **Space travel** on the board and ask the students to tell you what they think they will study in the unit connected to the topic.
- Brainstorm some ‘space words’ (e.g. *stars*, *planet*, *earth*, etc.) and write them on the board.

SB Page 46

UNIT 18 Space travel

Lesson 1

OBJECTIVES
- Grammar Past simple passive questions
- Reading Reading about the International Space Station
- Listening Listening to people talking about new technology
- Speaking Describing things
- Writing Describing an invention

1 Ask and answer

What can you see in the sky at night?

2 Read about the International Space Station and check your answers to exercise 1

3 Match the words in red with their meanings

1 ships that can travel to space *spaceships*
2 the sun is an example of one of these ............
3 tests done by scientists to find out something ............
4 a room or building in which scientists do tests ............
5 the things that are used for an activity ............

4 Answer these questions

1 How far is the International Space Station from the earth?
2 What are scientists doing on the International Space Station?
3 What did the first spaceship take to the International Space Station in 2016?
4 Who travelled in the second spaceship?
5 How is scientific work on spaceships helping us?

The International Space Station

Look at the sky at night and you will see hundreds of lights. Most of these are stars. If they are moving, they are probably planes. One moving light, however, is the International Space Station. This has travelled around us every day since 1998, about 400 kilometres above the earth.

What was the International Space Station built to do?
The International Space Station was built as a big laboratory for scientists from many different countries. The scientists spend their time studying space and the earth.

How do the scientists live in space for so long?
The scientists have all the food, clothes and equipment that they need, but they cannot live in space for long without help. For this reason, the scientists are helped by spaceships from earth.

What was taken to the International Space Station in 2016?
Two spaceships left earth to go to the International Space Station in 2016 from Florida, USA. More food was taken on the first spaceship for the scientists as well as new equipment for their experiments. Three more scientists were taken in the second spaceship to join those already in space. So the scientists at the International Space Station have a lot of help. This is important because their work should help us to understand more about space and the earth.

46

### 1 Ask and answer

1. Draw attention to the Objectives box on page 46, which refers to the objectives of the unit and explain in Arabic if necessary.
2. Read out the question and put students in pairs to discuss the answer.
3. Discuss ideas as a whole class.

### 2 Read about the International Space Station and check your answers to exercise 1

1. Allow time for the students to read the text quickly. Tell them not to worry about any words they don’t know at this point.
2. Read out the question in exercise 1 and elicit answers from the text. Who mentioned all of the things it is possible to see in the night sky?

***Answers:***

It is possible to see lights, stars, planes and the International Space Station.

### 3 Match the words in red with their meanings

1. Ask the students to read the whole text again. Again, tell them not to worry about any

unfamiliar words at this point.

2 Put them in pairs and ask them to find the words in red and match them with the correct definition. Encourage them to use the context to help them, and discourage the use of dictionaries.

3 Check the answers as a whole class.

***Answers:***

| | |
|---|---|
| 2 stars | 3 experiments |
| 4 laboratory | 5 equipment |

**4 Answer these questions**

1 Ask the students to read the questions and try to answer them without referring to the text. Invite them to share their ideas.

2 Ask the class to read the text again more carefully and to find the answers to the questions.

3 Invite different students to give their answers, and to point to the part of the text where they found the information.

***Answers:***

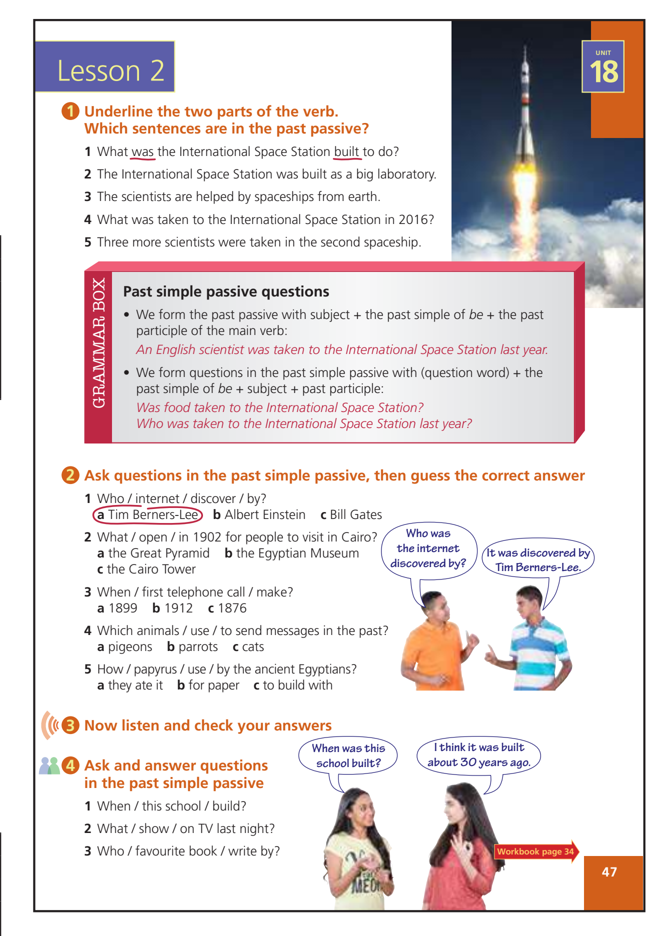
1 It is about 400 kilometres above the earth.
2 They are using the ISS as a huge laboratory. / They are carrying out experiments. / They are studying space and the earth.
3 It took more food and new equipment.
4 Three more scientists travelled in the second spaceship.
5 Their work should help us understand more about space and the earth.

## LESSON 2 SB page 47 WB page 34

### Outcomes

- To use the past and present simple passive
- To ask and answer questions in the past simple passive

**SB Page 47**



Lesson 2

UNIT 18

1 Underline the two parts of the verb. Which sentences are in the past passive?

1 What was the International Space Station built to do?
2 The International Space Station was built as a big laboratory.
3 The scientists are helped by spaceships from earth.
4 What was taken to the International Space Station in 2016?
5 Three more scientists were taken in the second spaceship.

GRAMMAR BOX

**Past simple passive questions**

- We form the past passive with subject + the past simple of *be* + the past participle of the main verb:
*An English scientist was taken to the International Space Station last year.*
- We form questions in the past simple passive with (question word) + the past simple of *be* + subject + past participle:
*Was food taken to the International Space Station?*
*Who was taken to the International Space Station last year?*

2 Ask questions in the past simple passive, then guess the correct answer

1 Who / internet / discover / by?
a Tim Berners-Lee b Albert Einstein c Bill Gates
2 What / open / in 1902 for people to visit in Cairo?
a the Great Pyramid b the Egyptian Museum c the Cairo Tower
3 When / first telephone call / make?
a 1899 b 1912 c 1876
4 Which animals / use / to send messages in the past?
a pigeons b parrots c cats
5 How / papyrus / use / by the ancient Egyptians?
a they ate it b for paper c to build with



3 Now listen and check your answers

4 Ask and answer questions in the past simple passive

1 When / this school / build?
2 What / show / on TV last night?
3 Who / favourite book / write by?



Workbook page 34

47

**1 Underline the two parts of the verb. Which sentences are in the past passive?**

1 Write the first sentence with the underlining on the board. *Ask Is this now or in the past?* (*in the past*). Ask what the form of the verb is (*the past passive*).

2 Ask the students to complete the exercise in pairs, underlining the verb forms. As they are working, write the remaining sentences on the board.

3 Check the answers by asking different students to come to the board and underline the verb forms.

4 Ask students to say which sentences are in the past passive (all but sentence 3). Then ask them to read the Grammar box and check their ideas.

**Answers:**

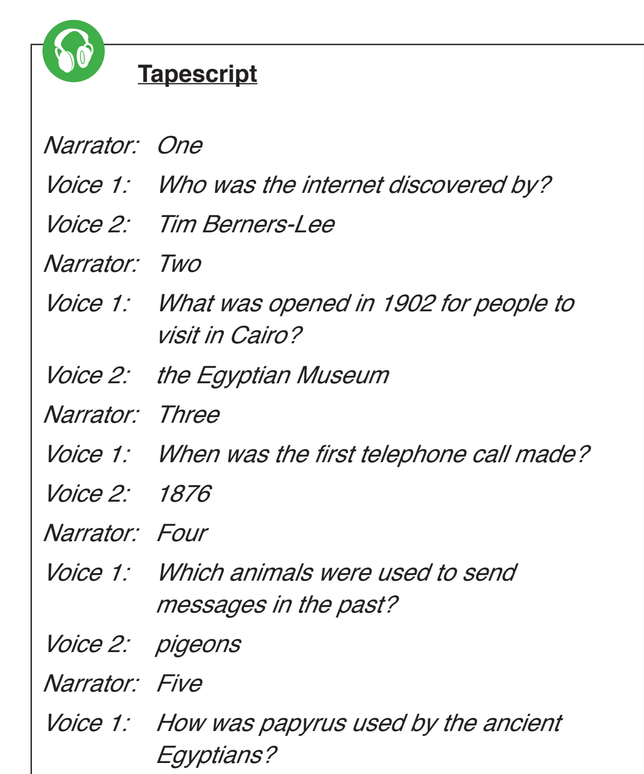
2 The International Space Station was built as a big laboratory.
3 The scientists are helped by spaceships from earth.
4 What was taken to the International Space Station in 2016?
5 Three more scientists were taken in the second spaceship.

## 2 Ask questions in the past simple passive, then guess the correct answer

1 Explain to the students that they are going to do a quick quiz. Ask the students to read the example sentence. Make sure they are clear about how they can use the prompts to make questions in the past simple passive.
2 Allow time for the students to complete the task in pairs. Go round and monitor, helping where necessary.
3 Check answers by asking different students to read out questions and the suggested answers. They can check these in the next exercise.

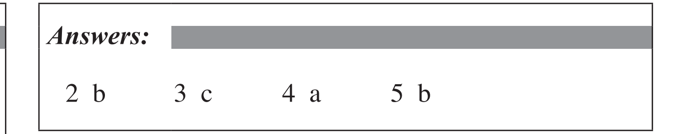
## 3 Now listen and check your answers

1 Play the recording. Students can check their answers.



**Tapescript**

*Narrator:* *One*
*Voice 1:* *Who was the internet discovered by?*
*Voice 2:* *Tim Berners-Lee*
*Narrator:* *Two*
*Voice 1:* *What was opened in 1902 for people to visit in Cairo?*
*Voice 2:* *the Egyptian Museum*
*Narrator:* *Three*
*Voice 1:* *When was the first telephone call made?*
*Voice 2:* *1876*
*Narrator:* *Four*
*Voice 1:* *Which animals were used to send messages in the past?*
*Voice 2:* *pigeons*
*Narrator:* *Five*
*Voice 1:* *How was papyrus used by the ancient Egyptians?*
*Voice 2:* *for paper*

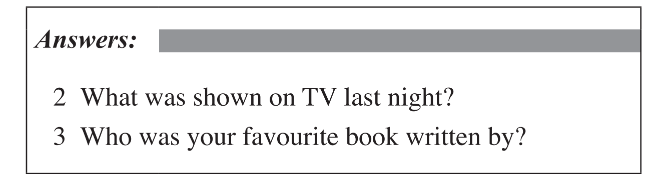


**Answers:**

2 b 3 c 4 a 5 b

## 4 Ask and answer questions in the past simple passive

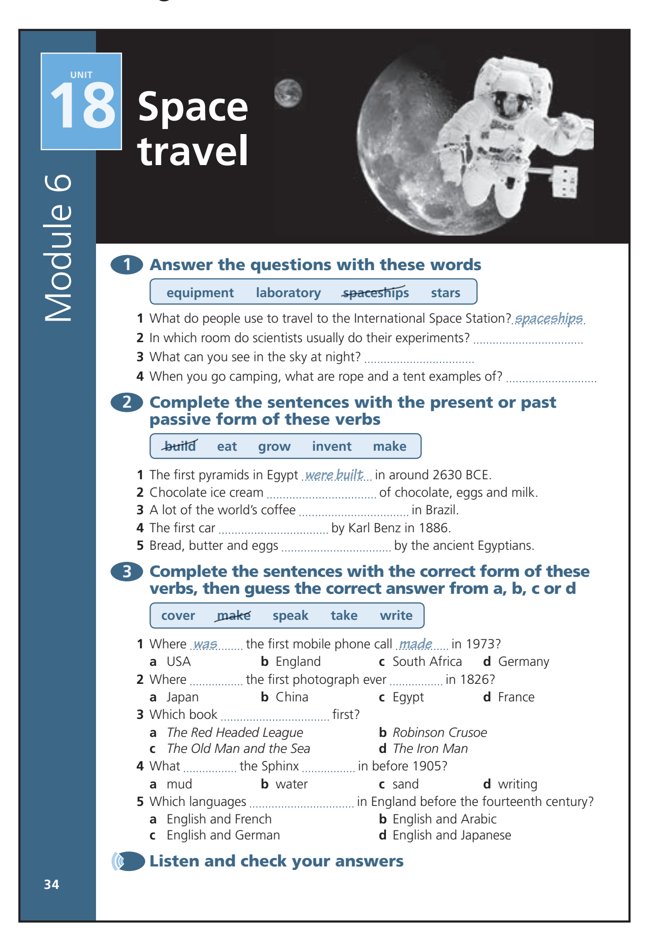
1 Ask the students to read the sample answer.
2 Students then work in pairs, taking turns to ask and answer questions.
3 Invite several pairs to ask and answer while the rest of the class listen and check that the passive has been used correctly.



**Answers:**

2 What was shown on TV last night?
3 Who was your favourite book written by?

## WB Page 34



UNIT 18 Space travel

Module 6

1 Answer the questions with these words

equipment laboratory ~~spaceships~~ stars

1 What do people use to travel to the International Space Station? spaceships
2 In which room do scientists usually do their experiments? ..........
3 What can you see in the sky at night? ..........
4 When you go camping, what are rope and a tent examples of? ..........

2 Complete the sentences with the present or past passive form of these verbs

~~build~~ eat grow invent make

1 The first pyramids in Egypt were built in around 2630 BCE.
2 Chocolate ice cream .......... of chocolate, eggs and milk.
3 A lot of the world's coffee .......... in Brazil.
4 The first car .......... by Karl Benz in 1886.
5 Bread, butter and eggs .......... by the ancient Egyptians.

3 Complete the sentences with the correct form of these verbs, then guess the correct answer from a, b, c or d

cover ~~make~~ speak take write

1 Where was the first mobile phone call made in 1973?
a USA b England c South Africa d Germany
2 Where .......... the first photograph ever .......... in 1826?
a Japan b China c Egypt d France
3 Which book .......... first?
a *The Red Headed League* b *Robinson Crusoe*
c *The Old Man and the Sea* d *The Iron Man*
4 What .......... the Sphinx .......... in before 1905?
a mud b water c sand d writing
5 Which languages .......... in England before the fourteenth century?
a English and French b English and Arabic
c English and German d English and Japanese

Listen and check your answers

34

## 1 Answer the questions with these words

1 Ask the students to read the words in the box and elicit their meanings. Then ask them to look at the example question and explain that they have to use the words in the box.

2 Students complete the task in pairs.
3 Check the answers as a class.

| *Answers:* | | |
|---|---|---|
| 2 laboratory | 3 stars | 4 equipment |

**2 Complete the sentences with the present or past passive form of these verbs**

1 Ask the students to read the example and explain that they have to complete the rest of the sentences in a similar way, using the correct form of the verbs in the box.
2 Students complete the task in pairs. Go round and monitor, helping where necessary.
3 Ask several students to read out each sentence for the class to check their answers.

| *Answers:* | |
|---|---|
| 2 is made | 3 is grown |
| 4 was invented | 5 were eaten |

**3 Complete the sentences with the correct form of these verbs, then guess the correct answer from a, b, c or d**

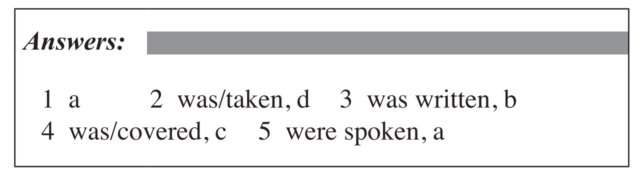
1 Ask the students to read the example. Explain that they have to complete the questions with the correct form of the verbs in the box, then guess the correct answer.
2 Students complete the task in pairs. Go round and monitor, helping where necessary.
3 Ask different pairs to read a question and their suggested answer. See how many students agree.

**Tapescript**

*Narrator:* *One*
*Voice 1:* *Where was the first mobile phone call made in 1973?*
*Voice 2:* *USA*
*Narrator:* *Two*
*Voice 1:* *Where was the first photograph ever taken in 1826?*
*Voice 2:* *France*
*Narrator:* *Three*
*Voice 1:* *Which book was written first?*
*Voice 2:* *Robinson Crusoe*
*Narrator:* *Four*
*Voice 1:* *What was the Sphinx covered in before 1905?*
*Voice 2:* *sand*
*Narrator:* *Five*
*Voice 1:* *Which languages were spoken in England before the fourteenth century?*
*Voice 2:* *English and French*

**4 Listen and check your answers**

1 Play the recording. Students can listen and check their answers.



*Answers:*

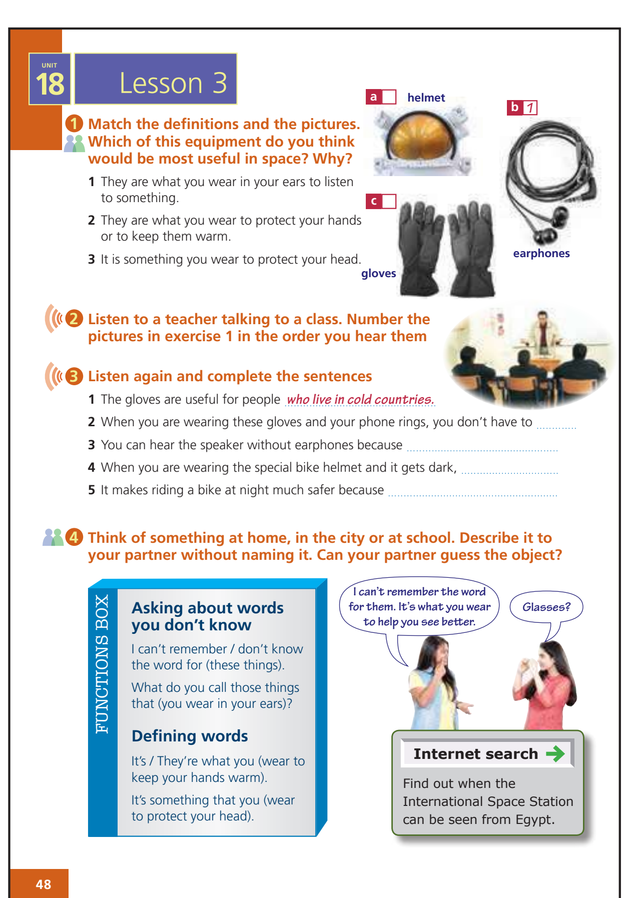
1 a 2 was/taken, d 3 was written, b
4 was/covered, c 5 were spoken, a

## LESSON 3 SB page 48

### Outcomes

- To listen to a talk about inventions
- To define words and ask about words you don't know

**SB Page 48**



UNIT 18 Lesson 3

1 Match the definitions and the pictures. Which of this equipment do you think would be most useful in space? Why?
1 They are what you wear in your ears to listen to something.
2 They are what you wear to protect your hands or to keep them warm.
3 It is something you wear to protect your head.

a helmet
b 1 earphones
c gloves

2 Listen to a teacher talking to a class. Number the pictures in exercise 1 in the order you hear them

3 Listen again and complete the sentences
1 The gloves are useful for people *who live in cold countries.*
2 When you are wearing these gloves and your phone rings, you don't have to ..........
3 You can hear the speaker without earphones because ..........
4 When you are wearing the special bike helmet and it gets dark, ..........
5 It makes riding a bike at night much safer because ..........

4 Think of something at home, in the city or at school. Describe it to your partner without naming it. Can your partner guess the object?

FUNCTIONS BOX
**Asking about words you don't know**
I can't remember / don't know the word for (these things).
What do you call those things that (you wear in your ears)?
**Defining words**
It's / They're what you (wear to keep your hands warm).
It's something that you (wear to protect your head).

I can't remember the word for them. It's what you wear to help you see better.
Glasses?

**Internet search**
Find out when the International Space Station can be seen from Egypt.

48

**1 Match the definitions and the pictures. Which of this equipment do you think would be most useful in space? Why?**

1 Ask the students to look at the pictures and say what they can see.
2 Then ask them to read the example definition and answer.
3 Students complete the task in pairs. Check the answers as a whole class.
4 Have a brief class discussion about which of the pieces of equipment would be most useful in space. Ask students to say why they think this.

*Answers:*

2 c   3 a
Gloves and a helmet would probably be most useful in space, to protect your head and hands.

**2 Listen to a teacher talking to a class. Number the pictures in exercise 1 in the order you hear them**

1 Tell the students that they are going to hear part of a class and that they should listen and order the items in exercise 1.
2 Play the recording, then check the answers with the whole class.

**Tapescript**

*Teacher:* *How many of you went to the technology design show last weekend?*
*Tarek:* *I went with my father.*
*Teacher:* *What was the most interesting thing you saw there, Tarek?*
*Tarek:* *It was … I can't remember the word for these things. It's what you wear to keep your hands warm.*
*Teacher:* *Do you mean gloves?*
*Tarek:* *Yes, gloves. They were for people who live in cold countries, I think. You can use these gloves as a phone. So you can talk to someone without needing to take your phone from your pocket!*
*Teacher:* *How amazing!*
*Boy 2:* *What do you call those things that you wear in your ears, to hear what the speaker is saying? Do you need them?*
*Tarek:* *You mean earphones? No, you don't need earphones, because there is already a small earphone built into the material.*
*Boy 2:* *I saw something interesting, too. It was a special … oh, I don't know the word for it. It's something that you wear to protect your head when you are riding a bike.*
*Teacher:* *A helmet.*
*Boy 2:* *Yes, that's the word. In this helmet, there is a light that goes on when it gets dark, so drivers can see you very clearly. It will make riding a bike much safer in the night time.*
*Teacher:* *Yes, those are both very good ideas.*

*Answers:*

1 c   2 b   3 a

**3 Listen again and complete the sentences**

1 Ask the students to read through the sentences and ask them whether they can remember any of the information. Then explain that they will hear the recording again and that they have to complete the sentences.
2 Play the recording while the students listen and complete the sentences.
3 Ask the students to check their answers in pairs and then check the answers as a whole class, playing the recording again if necessary.

*Answers:*

2 take your phone from your pocket.
3 there is already a small earphone built into the material.
4 there is a light that goes on.
5 drivers can see you very clearly.

**4 Think of something at your home, in the city or at school. Describe it to your partner without naming it. Can your partner guess the object?**

1 Ask two of the students to read out the dialogue in the speech bubbles. Ask them to identify the phrases which show asking for meaning and defining meaning. Then ask them to read the Functions box to check their ideas.
2 Play the recording from exercises 2 and 3 and ask the students to listen and identify which phrases are used (*all of them*).
3 Model the activity by using some of the phrases to describe an object for the class to guess. The students then play the game in pairs.
4 Go round and monitor as they are playing the game. Remind them to use the phrases in the Functions box.
5 Ask different volunteers to describe an object for the class to guess.

***Answers:***

Students' own answers

## Internet search

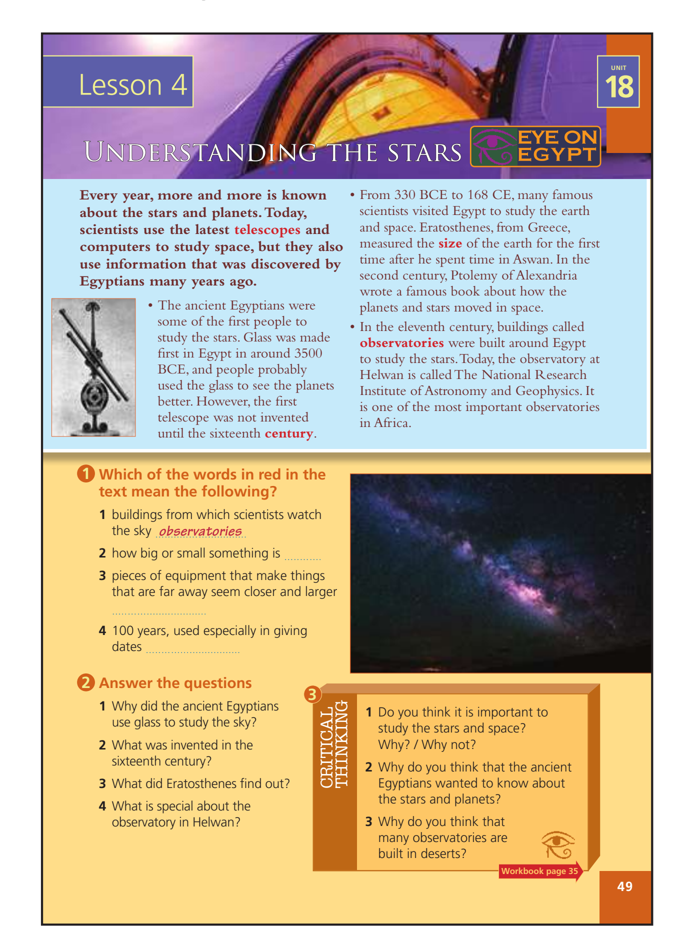
1 Ask the students to read the Internet search box.
2 Then ask them what they might type into the search engine to find the answer.
3 Finally, ask the students to report back their findings to the rest of the class. Ask whether any of the students have ever seen the International Space Station in the sky.

## LESSON 4 SB page 49 WB page 35

### Outcomes

- To read a text about understanding the stars
- To use critical thinking skills to discuss the importance of studying the stars and space

### SB Page 49


Lesson 4

UNIT 18

UNDERSTANDING THE STARS

EYE ON EGYPT

**Every year, more and more is known about the stars and planets. Today, scientists use the latest telescopes and computers to study space, but they also use information that was discovered by Egyptians many years ago.**

- The ancient Egyptians were some of the first people to study the stars. Glass was made first in Egypt in around 3500 BCE, and people probably used the glass to see the planets better. However, the first telescope was not invented until the sixteenth **century**.
- From 330 BCE to 168 CE, many famous scientists visited Egypt to study the earth and space. Eratosthenes, from Greece, measured the **size** of the earth for the first time after he spent time in Aswan. In the second century, Ptolemy of Alexandria wrote a famous book about how the planets and stars moved in space.
- In the eleventh century, buildings called **observatories** were built around Egypt to study the stars. Today, the observatory at Helwan is called The National Research Institute of Astronomy and Geophysics. It is one of the most important observatories in Africa.

**1 Which of the words in red in the text mean the following?**

1 buildings from which scientists watch the sky *observatories*
2 how big or small something is ..........
3 pieces of equipment that make things that are far away seem closer and larger ..............................
4 100 years, used especially in giving dates ..............................

**2 Answer the questions**

1 Why did the ancient Egyptians use glass to study the sky?
2 What was invented in the sixteenth century?
3 What did Eratosthenes find out?
4 What is special about the observatory in Helwan?

**3 CRITICAL THINKING**

1 Do you think it is important to study the stars and space? Why? / Why not?
2 Why do you think that the ancient Egyptians wanted to know about the stars and planets?
3 Why do you think that many observatories are built in deserts?

Workbook page 35

49

### 1 Which of the words in red in the text mean the following?

1 Ask the students to read the title of the text and look at the photographs. Then ask them to read the whole text. Tell them not to worry about any unfamiliar words at this point.
2 Ask them to find the words in red and match them with the correct definitions, as in the example.
3 Check the answers as a whole class.
4 Finally, ask the students to identify any words they didn't know. Ask the rest of the class to provide definitions, if possible, using the context to help them.

***Answers:***

2 size  3 telescopes  4 century

### 2 Answer the questions

1 Ask the students to read the questions and try to answer the questions in pairs without referring back to the text. Invite them to share their ideas.
2 Ask the class to read the text again more carefully and to find the answers to the questions.
3 Invite different students to give their answers, and to point to the part of the text where they found the information.

***Answers:***

1 to see the planets better
2 the telescope
3 He found out the size of the earth for the first time.
4 It is one of the most important observatories in Africa.

### 3 Critical thinking

1 Ask the students to read the questions.
2 Then ask them to work in pairs or small groups to discuss the questions. Go round and monitor, offering suggestions if necessary.
3 Hold a brief class discussion, encouraging students to share their ideas.

***Suggested answers:***

1 Yes, because we can learn a lot about the earth by doing this. They help scientists to understand changes to the environment.
2 They probably used the stars and planets to find their way when they travelled at night. They also wanted to find out about things such as time, dates and size of planets. Studying the stars and planets would help them do this.
3 Because there is not much light pollution.

### ✎ WB Page 35

UNIT 18 Module 6

**1 Complete the following dialogue**

**Mazin:** I saw a **1** *firefighter* today. There was a big fire.
**Rami:** What was he wearing?
**Mazin:** I can't **2** .................... the word for that thing you wear on your head.
**Rami:** Do you mean a hat?
**Mazin:** No. They're what people **3** .................... to protect their head.
**Rami:** Do you mean a helmet?
**Mazin:** Yes, that's right! He was also wearing gloves on his **4** .................... .
**Rami:** **5** .................... are very brave people.

**2 Complete the following mini dialogues**

**1**
**Jana:** ....................?
**Nouran:** The Great Pyramid of Giza was built 4,500 years ago.
**2**
**Omar:** Who was your favourite book written by, Mazen?
**Mazen:** ....................

**3 Match the definitions and the words**

album relative result set the table ~~watch~~

1 It is what you wear to tell you the time. *watch*
2 It is something that you do before you eat with your family. ....................
3 It is a book in which you can keep photos, stamps, etc. ....................
4 It is what you get after you do a test. ....................
5 It is a person in your family, for example an aunt, cousin, etc. ....................

35

### 1 Complete the following dialogue

**1** Ask the students to look at the dialogue and explain that they have to complete the sentences using the correct words from the unit.
**2** Students work in pairs to complete the task.
**3** Check the answers as a whole class and then ask pairs of students to read out the whole dialogue.

***Answers:***

2 remember 3 wear
4 hands 5 Firefighters

### 2 Complete the following mini-dialogues

**1** Ask the students to look at the mini-dialogues and think about what is missing.
**2** Students then work in pairs to complete the task.
**3** Check answers by inviting two students to read out the completed dialogues.

***Suggested answers:***

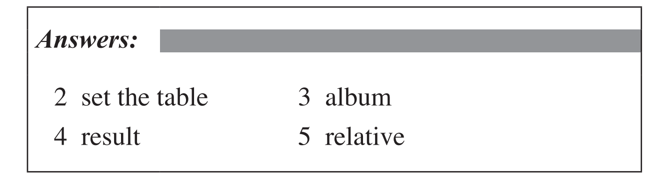
1 When was the Great Pyramid of Giza built?
2 My favourite book was written by (name).

### 3 Match the definitions and the words

**1** Ask the students to look at the words in the box and elicit their meanings.
**2** Students then read the descriptions and match the words and definitions.
**3** Check the answers as a whole class.

***Answers:***

2 set the table 3 album
4 result 5 relative



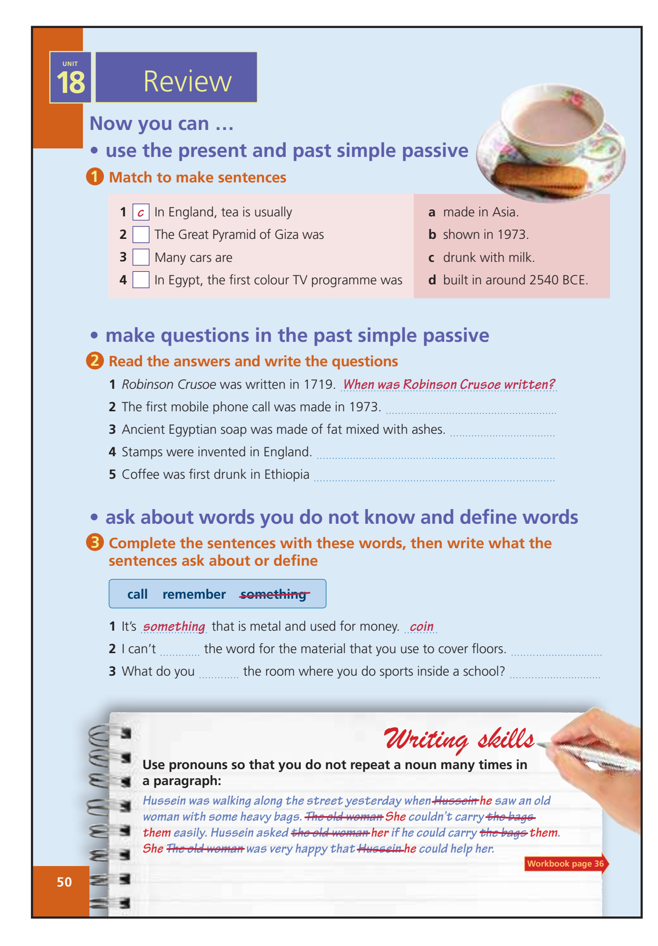

## Outcomes

- To review and practise the vocabulary and structures of the unit
- To practise using pronouns

### Before using the book:

- Write **Space travel** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.

## SB Page 50


UNIT 18 Review

Now you can ...

• use the present and past simple passive

1 Match to make sentences

| | |
|---|---|
| 1 c In England, tea is usually | a made in Asia. |
| 2 The Great Pyramid of Giza was | b shown in 1973. |
| 3 Many cars are | c drunk with milk. |
| 4 In Egypt, the first colour TV programme was | d built in around 2540 BCE. |

• make questions in the past simple passive

2 Read the answers and write the questions

1 *Robinson Crusoe* was written in 1719. *When was Robinson Crusoe written?*
2 The first mobile phone call was made in 1973.
3 Ancient Egyptian soap was made of fat mixed with ashes.
4 Stamps were invented in England.
5 Coffee was first drunk in Ethiopia

• ask about words you do not know and define words

3 Complete the sentences with these words, then write what the sentences ask about or define

call remember ~~something~~

1 It's *something* that is metal and used for money. *coin*
2 I can't ........ the word for the material that you use to cover floors. ........
3 What do you ........ the room where you do sports inside a school? ........

Writing skills

Use pronouns so that you do not repeat a noun many times in a paragraph:

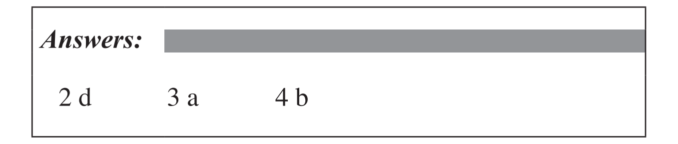
*Hussein was walking along the street yesterday when ~~Hussein~~ he saw an old woman with some heavy bags. ~~The old woman~~ She couldn't carry ~~the bags~~ them easily. Hussein asked ~~the old woman~~ her if he could carry ~~the bags~~ them. She ~~The old woman~~ was very happy that ~~Hussein~~ he could help her.*

Workbook page 36

50

### 1 Match to make sentences

1 Ask the students to look at the example and explain that they have to match the rest of the sentence halves in a similar way.
2 Students complete the task in pairs.
3 Check the answers as a whole class.


***Answers:***

2 d 3 a 4 b

### 2 Read the answers and write the questions

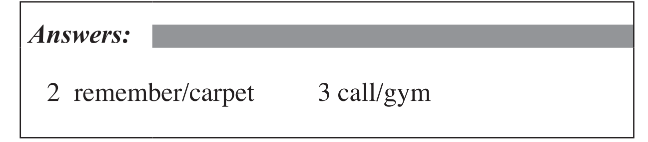
1 Ask the students to look at the first sentence. Explain that this is the answer to a question. Read the example question in the book. Explain that students should do the same for the remaining sentences.
2 Students complete the task in pairs. Go round and monitor as they are working, helping where necessary.
3 Check the answers as a whole class. Then ask pairs of students to read out the questions.

***Answers:***

2 When was the first mobile phone call made?
3 What was ancient Egyptian soap made of?
4 Where were stamps invented?
5 Where was coffee first drunk?

### 3 Complete the sentences with these words, then write what the sentences ask about or define

1 Ask the students to look at the words in the box and elicit the meanings. Explain that they have to complete the sentences using the words in the box, as in the example.
2 Students complete the task individually before checking their answers with a partner.
3 Check the answers as a whole class.

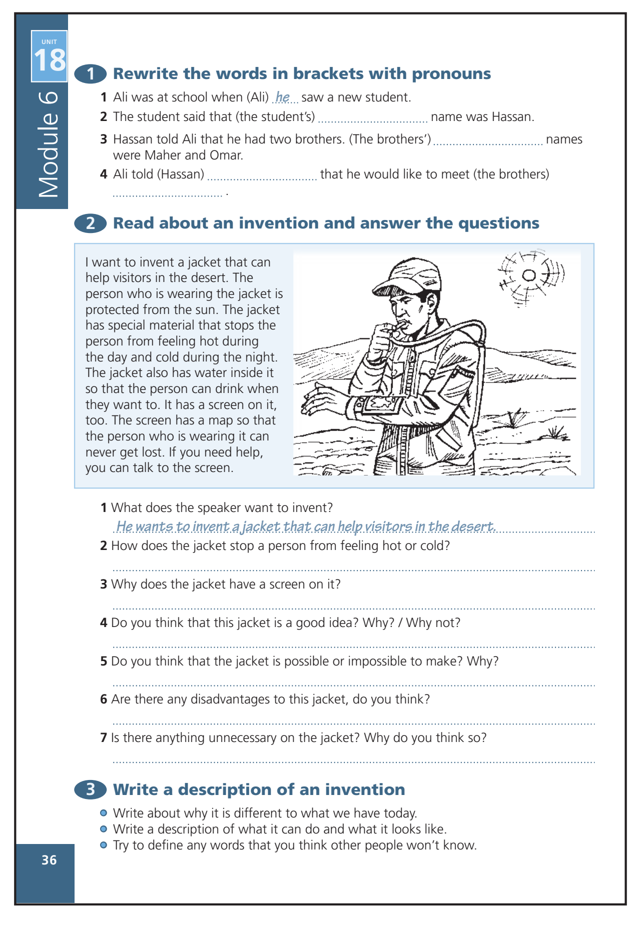

***Answers:***

2 remember/carpet 3 call/gym

### Writing skills

1 Ask the students to call out some pronouns. Then write the first sentence from the Writing skills paragraph on the board. Ask the students how the second mention of Hussein could be replaced.
2 Then ask the students to read the Writing skills box and look carefully at how pronouns are used to avoid repetition of names and nouns.

✎ **WB Page 36**



UNIT 18

Module 6

**1 Rewrite the words in brackets with pronouns**

1 Ali was at school when (Ali) *he* saw a new student.
2 The student said that (the student's) .................... name was Hassan.
3 Hassan told Ali that he had two brothers. (The brothers') .................... names were Maher and Omar.
4 Ali told (Hassan) .................... that he would like to meet (the brothers) .................... .

**2 Read about an invention and answer the questions**

I want to invent a jacket that can help visitors in the desert. The person who is wearing the jacket is protected from the sun. The jacket has special material that stops the person from feeling hot during the day and cold during the night. The jacket also has water inside it so that the person can drink when they want to. It has a screen on it, too. The screen has a map so that the person who is wearing it can never get lost. If you need help, you can talk to the screen.

1 What does the speaker want to invent?
*He wants to invent a jacket that can help visitors in the desert.*
2 How does the jacket stop a person from feeling hot or cold?
3 Why does the jacket have a screen on it?
4 Do you think that this jacket is a good idea? Why? / Why not?
5 Do you think that the jacket is possible or impossible to make? Why?
6 Are there any disadvantages to this jacket, do you think?
7 Is there anything unnecessary on the jacket? Why do you think so?

**3 Write a description of an invention**

- Write about why it is different to what we have today.
- Write a description of what it can do and what it looks like.
- Try to define any words that you think other people won't know.

36

## 1 Rewrite the words in brackets with pronouns

1 Remind the students that pronouns can be used to replace names and nouns.
2 Then ask them to look at the example and explain that they have to replace the words in brackets with pronouns.
3 Students complete the task in pairs.
4 Check the answers with the whole class.

***Answers:***

2 his
3 Their
4 him, them

## 2 Read about an invention and answer the questions

1 Ask the students to look at the picture and ask what they think the invention is.
2 Then ask them to read the text quickly to check their ideas. Then draw their attention to the questions below. Ask them to read the text again more carefully and answer the questions.
3 Check the answers by reading the questions aloud in turn and asking different students to provide answers.

***Answers:***

2 It has special material.
3 It has a map on the screen so that the person wearing the jacket will never get lost.
4 Students' own answers
5 Students' own answers
6 Students' own answers
7 Students' own answers

## 3 Write a description of an invention

1 Ask the students to read the prompts and ask them to work in small groups to think of an invention. Set a strict time limit for this and then discuss ideas as a class.
2 Students then write their description. They should write in their notebooks. Go round and monitor while the students work, making suggestions where necessary. When they have finished, ask them to exchange their essays with a partner to read and check the spelling and grammar.
3 Finally, invite different students to read out their descriptions to the class. Hold a class vote for the best invention.

***Answers:***

Students' own answers

# Assessment

## Speaking task

***Outcome: to use the past passive***

Ask the students to think about what was made, invented or done for the first time in the last ten years. Ask them to talk in pairs about their ideas. Encourage them to ask and answer questions. Assess their use of the past simple passive.

## Reading task

***Outcome: to understand a text about the International Space Station***

Use SB page 46, exercise 2 text

Write the following questions on the board:

**1 How long has the International Space Station been in space?**

**2 Where are the scientists on the International Space Station from?**

**3 Why do you think three more scientists travelled to the International Space Station?**

**4 Why do the scientists at the International Space Station need a lot of help?**

Ask the students to read the text again and answer the questions. Check answers as a class.

## Writing task

***Outcome: to practise describing objects***

Ask the students to look around the classroom and choose three objects to describe. They then write definitions of the objects without using the word for the object. They then read their descriptions for a partner to guess. Assess them on their use of appropriate phrases for defining words.

## Listening task

***Outcome: to understand a science teacher talking about a competition***

Use the recording for SB p 48, exercises 2 and 3

Write the following gapped sentences on the board:

**1 It's what you wear to _________.**

**2 Do you mean __________?**

**3 What do you call those things that you __________?**

**4 Yes, __________.**

Play the recording and ask the students to listen and complete the missing information. Check the answers with the class.





## LESSON 1 SB page 51

### Outcomes

- To review and practise the vocabulary and structures of Units 16–18

**Before using the book:**

- Ask the students what the themes of Module 6 were (*the water cycle, checking understanding, important discoveries, giving talks, space travel, defining words*). Ask what they enjoyed learning about most, and why.
- Elicit the grammar points they have practised (*present simple passive, past simple passive, affirmative and question forms*) and any of the rules that they remember.

**SB Page 51**

Review F

Lesson 1

1 What subjects do you think you should study to become a scientist in space?

2 Read about two amazing Egyptians. Are you surprised by the subjects they studied? Why? / Why not?

Egyptians in space?

Akram Amin Abdellatif is working hard to become a scientist on a spaceship. The **spaceship** will be part of a project to study changes to the weather at 130 kilometres above the earth. It will leave from the USA at **noon** on 27 June 2017.

Abdellatif studied to be a **communications** engineer at a university in Cairo. He then got two more degrees at universities in Germany. Abdellatif has already worked with scientists on the International Space Station to help develop better medicines in the future.

Abdellatif is not the only Egyptian who wants to go into space. In December 2013, Omar Samra was chosen to travel on a different spaceship's first **flight** after he won a space **competition** in Florida. Samra has a degree in economics, but now spends most of his time travelling and doing **charity** work. He also gives talks to young people about his experiences. He wants young people to realise that with hard work, anything is possible. He thinks that his journey to space will be the most exciting thing that has happened to him.

3 Are these sentences true (*T*) or false (*F*)?

1 *F* Akram Amin Abdellatif has already been to space.
2 He will work on a spaceship that will study changes to the weather.
3 Abdellatif studied medicine at university..
4 Omar Samra will go on the same spaceship as Abdellatif.
5 Omar Samra won a space competition in Forida.
6 Both Abdellatif and Samra worked only in the fields they studied.

4 Complete the sentences with these words

charity flight noon ~~spaceships~~ communications competition

1 Ali loves films about *spaceships* that travel through space.
2 You should help others by doing .................. work in your free time.
3 We can meet outside the hotel at .................. .
4 Your .......... to Luxor leaves at ten past ten.
5 Serena Williams won the famous tennis .................. at Wimbledon in 2016.
6 My Uncle likes working with the internet, so he studied .................. engineering.

51

**1 What subjects do you think you should study to become a scientist in space?**

1 Tell the students that they are going to review

and consolidate what they have learned in Module 6 in Review F.

2 Ask them to look at the picture above the text. Then ask them to read the question and hold a short class discussion, encouraging students to share their ideas.

### 2 Read about two amazing Egyptians. Are you surprised by the subjects they studied? Why?/Why not?

1 Ask the students to read the questions and explain that they are going to read a text and check their ideas for exercise 1.

2 Ask them to read the text quickly to check. Discuss the questions as a whole class, encouraging students to give reasons for their answers.

3 Ask the students to read the text again more carefully and identify any unfamiliar words. Encourage them to use the context to work out the meaning, and then go through the words together as a class.

***Answers:***

Exercise 1:
(Suggested): Engineering or science
Exercise 2:
Students' own answers (Abdellatif studied to be a communications engineer. Samra studied economics.)

### 3 Are these sentences true (*T*) or false (*F*)?

1 Ask the students to read the questions and answer them in pairs without referring back to the text.

2 Then ask them to read the text again and find the answers.

3 Go through the answers as a class, asking students to identify the relevant part of the text and correct the false statements.

***Answers:***

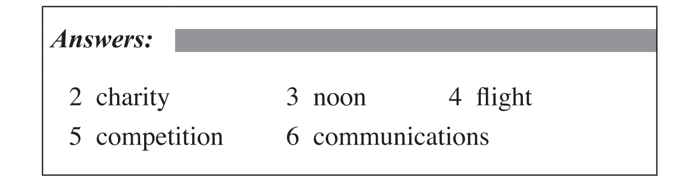
1 F He will go into space in 2017.
2 T
3 He studied to be a communications engineer.
4 F He will travel on a different spaceship.
5 T
6 F They worked in other fields.

### 4 Complete the sentences with these words

1 Ask the students to look at the words in the box as you say them. Then ask them to find the words in the text and think about their meanings.

2 They then complete the sentences with the words.

3 Check the answers as a whole class.



***Answers:***

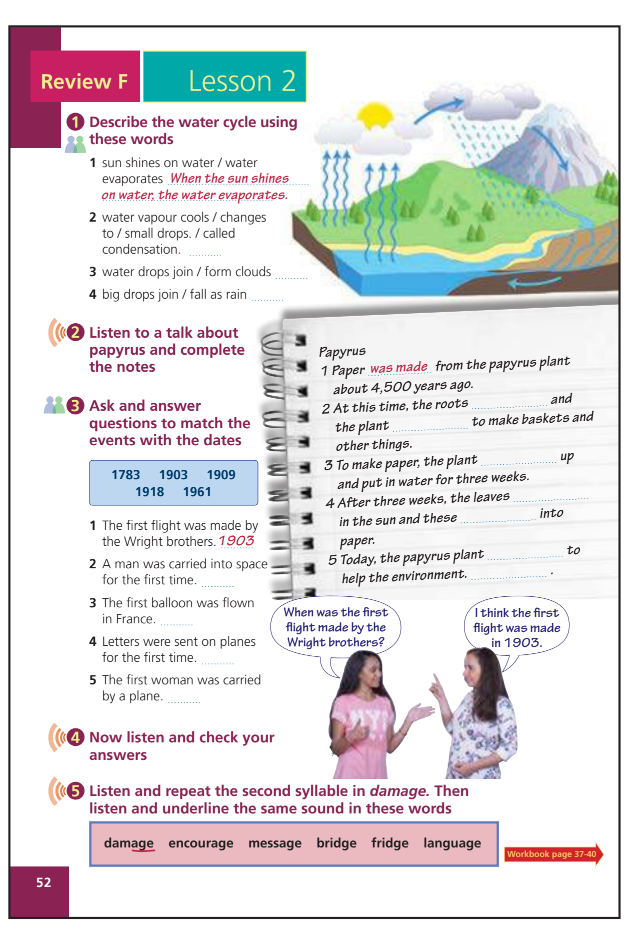
2 charity 3 noon 4 flight
5 competition 6 communications

## LESSON 2 SB page52

### Outcomes

• To review and practise the vocabulary and structures of Units 16–18

### SB Page 52




### 1 Describe the water cycle using these words

1 Ask the students to look at the picture and say what they think it represents (*the water cycle*).

2 Then write the first set of prompts on the board and ask the students to construct the sentence.
3 The students then work in pairs to construct the remaining sentences about the water cycle.
4 Check the answers as a whole class.

***Answers:***

2 When the water vapour cools, it changes into small drops. This is called condensation.
3 When the (small) water drops join (together), they form clouds.
4 When big drops join (together), they fall as rain.

### 2 Listen to a talk about papyrus and complete the notes

1 Quickly review the past simple passive by eliciting its form and use (*past tense of* be + (not) + *past participle; it is used when we don't know who the subject was or when the action was more important than the subject/person who did it. If we want to say who/what did the action, we can use* by).
2 Ask the students what papyrus is. Then ask them to read the notes about it and try to predict the missing information.
3 Explain that they have to listen to a recording about papyrus and complete the notes.
4 Play the recording while the students listen and complete the text.
5 Check the answers by asking different students to read out the completed sentences in turn.

**Tapescript**

*Guide:* *Long ago, the ancient Egyptians made their own paper called papyrus. The paper was made from the papyrus plant. This kind of paper dates back to about 4,500 years ago. The papyrus plant grows next to the Nile. The plant grows to about 4.5 metres high and has long leaves. Long ago, the ancient Egyptians used the plant for lots of different things. The roots were eaten and the plant was used to make not only paper, but also baskets, carpets, rope, boats, furniture and houses. It was also used as medicine.*
*Tourist 1:* *How did they use the papyrus plant to make paper?*
*Guide:* *This is how the paper was made. First, the outside of the plant was removed. Then the plant was cut up and put in water for about three weeks. Are you following me? After three weeks, the leaves were dried in the sun for about a week and these were made into paper. So it took about a month to make paper.*
*Tourist 2:* *Is paper still made from the papyrus plant?*
*Guide:* *Yes, it is, but it is usually done to show tourists and students how paper was made long ago. These days the papyrus plant is grown to help the environment. The roots help to clean recycled water.*
*Tourist 1:* *I see!*

***Answers:***

2 were eaten, was used
3 was cut
4 were dried, were made
5 is grown

### 3 Ask and answer questions to match the events with the dates

1 Ask the students to read the list of dates in the box. Explain that they are going to do a quick quiz about the history of flight. Then ask two students to read out the example in speech bubbles.
2 The students work in pairs to take turns asking and answering questions, using the past passive. Go round and monitor, helping where necessary.
3 Invite pairs of students to demonstrate their questions and answers to the class. They can check their answers in the next exercise.

### 4 Now listen and check your answers

1 Play the recording. Students can check their answers.

**Tapescript**

*Narrator:* *One*
*Voice 1:* *When was the first flight made by the Wright brothers?*
*Voice 2:* *1903*
*Narrator:* *Two*
*Voice 1:* *When was a man carried into space for the first time?*
*Voice 2:* *The first man was carried into space in 1961.*
*Narrator:* *Three*
*Voice 1:* *When was the first balloon flown in France?*
*Voice 2:* *The first balloon was flown in France in 1783.*

*Narrator:* *Four*
*Voice 1:* *When were letters sent on planes for the first time?*
*Voice 2:* *The first letters were sent on planes in 1918.*
*Narrator:* *Five*
*Voice 1:* *When was the first woman carried by a plane?*
*Voice 2:* *The first woman was carried by a plane in 1909.*

***Answers:***

2 1961 3 1783
4 1918 5 1909

**5 Listen and repeat the second syllable in *damage*. Then listen and underline the same sound in these words**

**1** Ask the students to look at the words in the box and elicit their meanings. Then say *damage* several times and write the word on the board. Underline the second syllable and ask the students to repeat the sound after you several times.

**2** Ask the students to look at the other words and predict which syllable in each word has a similar sound. Then play the recording for them to listen and check.

**3** Check the answers as a whole class, playing the recording again if necessary to confirm. Point out the different spellings of the sound.

**4** Point to the words in turn and ask different students to say them aloud. If there is time, you could ask the students to use the words in sentences.

**Tapescript**

*Narrator:* *damage* *encourage* *message*
*bridge* *fridge* *language*

***Answers:***

encourage, message, bridge, fridge, language

## Practice Test 6a

**1 Listen and choose the correct answer from a, b, c or d**

**Tapescript**

*Karim:* *Today I am going to talk about the meaning of the word* earth. Earth *means what satellites can see from space, but it also means something like soil.*

**2 Listen and answer the following questions**

**Tapescript**

*Woman:* *The coffee I have in front of me was made by a machine in a few minutes. In the future, we'll probably drink fresh coffee that is always hot when we want it to be!*

## Practice Test 6b

**1 Listen and choose the correct answer from a, b, c or d**

**Tapescript**

*Boy 1:* *I saw an ambulance at school this morning. Who was taken to hospital?*
*Boy 2:* *It was Ali in my class. He fell and hurt his leg in the gym, but it isn't broken. He's back at school now.*

**2 Listen and answer the following questions**

**Tapescript**

*Man 1:* *How do we get salt from the sea?*
*Man 2:* *The salt water is put into an area of land. When it is sunny, the water evaporates and so we can use the salt.*

# Practice Test 6a

Module 6

## A Listening

### 1 Listen and choose the correct answer from a, b, c or d

1 What is Karim doing?
**a** giving a talk **b** using a computer **c** using a dictionary **d** listening to a talk

2 How many meanings of the word *earth* does Karim give?
**a** one **b** two **c** three **d** four

3 The word *earth* can mean something like ..........................
**a** space **b** soil **c** television **d** distance

### 2 Listen and answer the following questions

1 What is the woman drinking? She is drinking coffee.
2 How was it made? It was made by a machine in a few minutes.
3 What will probably be different in the future? We'll probably drink fresh coffee that is always hot when we want it to be.

## B Language Functions

### 3 Complete the following dialogue

*Yaseen and Eyad are helping new students around the school.*

**Yaseen:** Hello to all our new students. Today, we are **1** are going to talk about the rooms in our school.
**Eyad:** We'll **2** start by telling you about the classrooms.
**Yaseen:** Later, we'll tell you about what we were taught last year.
**Eyad:** **3** Finally, we'll take you round the school.
**Yaseen:** OK, so this room is … I can't **4** remember the word for it!
**Eyad:** It's the laboratory.

### 4 Supply the missing parts in the following two mini-dialogues

1 **Nadine**: Too much sun can be bad for you. Are you following me?
**Jana**: (Yes,) I see./I understand.
2 **Omar**: What do you call those things that you wear on your hands?
**Sameh**: They're called gloves. They keep your hands warm.

## C Reading Comprehension

### 5 Read the following, then answer the questions

**Spaceship to the planet Mars**

| Name of spaceship | Leave earth | On Mars |
|---|---|---|
| Mariner 4 | 1964 | – |
| Viking 1 and 2 | 1975 | 1976 |
| Pathfinder | 1996 | 1997 |
| Rover Opportunity | 2003 | 2004 |
| Mars Rover | 2011 | 2012 |
| ExoMars | 2016 | 2018 |
| Mars 2020 | 2020 | 2021 |

1 Which was the first spaceship to arrive on Mars? Viking 1 and 2
2 About how long does it take a spaceship to go to Mars? It takes about a year.
3 Why do you think Mariner 4 has no date for On Mars? Because it never landed.
4 .............................. was the only spaceship that took two years to reach Mars.
**a** Mariner 4 **b** Viking 1 and 2 **c** Mars Rover **d** ExoMars

5 What was sent to space in 1964?
(a) Mariner 4 b nothing
c two spaceships c Rover Opportunity

## D The Reader

### 6 a. Put the events into the correct order

[4] The four men took two taxis to Mr Merryweather's bank.
[1] Holmes asked Watson to meet him at ten o'clock.
[3] Holmes told Watson they wanted to catch John Clay.
[2] When Watson arrived at Baker Street, Holmes was talking to Peter Jones and Mr Merryweather.

### b. Answer the following questions

1 Who was Peter Jones? *the most important policeman in London*
2 Where was Mr Merryweather's bank? *behind Mr Wilson's shop*
3 Why do you think Mr Spaulding told Mr Wilson about the new job with the Red-Headed League? *Students' own answers*
4 What do you think the thieves were doing when Mr Wilson was at the Red-Headed League? *Students' own answers*

## E Vocabulary and Structure

### 7 Choose the correct answer from a, b, c or d

1 My bag .......................... on the plane just before we left Cairo.
a put (b) was put c is put d putting
2 Were the chairs .......................... by the school children?
(a) painted b paints c paint d painting
3 The first email .......................... in 1971.
(a) was sent b sent c is sent d sends
4 Clouds are blown .......................... the wind.
a of (b) by c to d for
5 I can't find my pen! It has ...........................
a stolen b evaporated c robbed (d) disappeared
6 The girl carried the eggs home in a ...........................
a candle (b) basket c leaf d space
7 This room is always very hot when the sun ...........................
a evaporates b joins (c) shines d happens
8 At what temperature does water ..........................?
a shine b drop (c) freeze d burn

### 8 Read and correct the underlined words

1 I am going to <u>apply</u> the volleyball team next week. *join*
2 The first envelopes <u>made of</u> animal skins. *were made of*
3 What are insects <u>ate</u> by? *eaten*
4 When I felt a <u>sea</u> of water on my head, I knew it was going to rain. *drop*

## F Writing

### 9 Write an email of six (6) sentences telling your cousin about some of the things that were invented in Egypt. Your name is Nabil(a).

*Students' own answers*
*Answer should include to, from and subject.*

# Practice Test 6b

## A Listening

**1 Listen and choose the correct answer from a, b, c or d**

1 Where was Ali taken this morning?
a home (b) to hospital c to the gym d to his class

2 What happened in the gym?
a Ali hurt his head. b Ali broke his leg. (c) Ali hurt his leg. d Ali broke his arm.

3 Where is Ali now?
a in hospital (b) in school c at home d in the gym

**2 Listen and answer the following questions**

1 What is put into an area of land? Salt water is put into an area of land.

2 What happens when it is sunny? The water evaporates.

3 What can we use after this happens? We can use the salt.

## B Language Functions

**3 Complete the following dialogues**

*Yehya is showing Walid his new mobile phone.*

**Yehya:** I'll tell you something **1** interesting about this mobile phone. It can do more than the first spaceships that went to the moon.
**Walid:** Do you **2** mean that the computer inside it is better? It can't fly!
**Yehya:** Yes, that's right. The computer in the phone has more… I can't remember the word for the ability to remember something.
**Walid:** Do you mean that the computer has more memory?
**Yehya:** Yes! This is **3** how it works. You press here to make a call.
**Walid:** I **4** see/understand.

**4 Supply the missing parts in the following two mini-dialogues**

1 **Nahla:** What do you call those things that you wear in your ears?
**Nur:** They're earphones.

2 **Ahmed:** It's not hot or cold today. Do you understand what I mean?
**Yasser:** Yes, I understand what you mean.

## C Reading Comprehension

**5 Read the following, then answer the questions**

You probably lock the door to your house when you go out. Did you know that ancient Egyptians also used to lock their doors? Keys were used by the ancient Egyptians in around 4000 BCE. However, their keys were very large, sometimes more than 50 centimetres long! Later, much smaller keys were invented to lock Roman doors. However, it was much harder to open an ancient Egyptian door than a Roman door! Today, you do not always need a key to lock a door. Many hotels use plastic cards. These are easier to carry than heavy keys.

1 When did people first lock their doors?
They first locked them in around 4000 BCE.

2 What was the problem with the first keys?
They were very big.

3 Were Roman or ancient Egyptian doors easier to open?
Roman doors were easier to open.

4 Ancient Egyptian keys were ................................................ .
a about half a metre long   b smaller than Roman keys
c not as good as Roman keys   d more than a metre long

5 Today, you can use a plastic card to ................................................ .
a pay for hotels   b lock hotel doors   c buy new keys   d see hotels online

## D The Reader

### 6 a. Put the events into the correct order.

3 Mr Merryweather explained to Watson why the thieves were interested in the cellar.
4 The four men waited for the thieves to arrive.
2 When they arrived, Mr Merryweather took them to the cellar.
1 Holmes, Watson, Mr Merryweather and Peter Jones took a taxi to the bank.

### b. Answer the following questions

1 How did Holmes know that the job at the Red-Headed League was not real?
*Holmes knew that the job of copying out the encyclopaedia was too foolish to be a real job.*

2 Why did the thieves plan to take the gold on Saturday?
*Because then they would have a day and a half to escape before the bank opened on Monday.*

3 How do you think that Holmes knew that Spaulding was digging a tunnel?
*Students' own answers*

4 Why do you think that Holmes wanted the most important policeman in London to go with him to the bank? *Students' own answers*

## E Vocabulary and Structure

### 7 Choose the correct answer from a, b, c or d

1 What time was the tennis match .................. on television last night?
a show   b showing   c shown   d showed

2 The planes .................. after every journey.
a cleaned   b was cleaned   c were cleaning   d are cleaned

3 This school .................. in 1961.
a built   b is built   c was built   d is build

4 How are cakes ..................?
a made   b make   c makes   d making

5 English is one of the most popular .................. in the world.
a words   b parts   c sentences   d languages

6 At what time is your .................. to London?
a spaceship   b flight   c walk   d atmosphere

7 When you go out in the sun, you should wear sun .................. .
a cream   b drop   c vapour   d shine

8 We gave the boys some .................. to wash their hands.
a supplies   b fat   c soap   d soup

### 8 Read and correct the underlined words

1 All the water has <u>grown</u> from the cup, so there is nothing to drink! *gone/been drunk/evaporated*
2 My favourite TV programme is <u>show</u> on Channel 1. *shown*
3 The bus <u>is leaving</u> every day at 2 o'clock. *leaves*
4 You should wear a <u>hat</u> when you ride a motorcycle. *helmet*

## F Writing

### 9 Write a paragraph of six (6) sentences on what happens in the water cycle

*Students' own answers.*

# Reader: *The Red-Headed League*

## by Sir Arthur Conan Doyle

## CHAPTER 1 SB pages 55–57

### LESSON 1 SB page 55

**Outcomes**

- To learn about Sir Arthur Conan Doyle
- To understand the background to the story

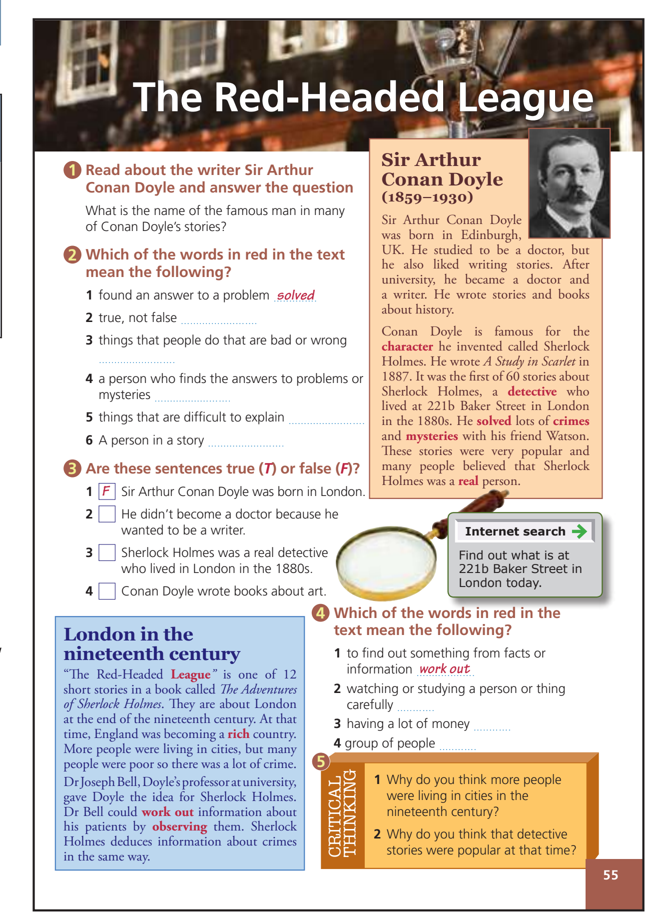
**Before using the book:**

1 Write the title of the reader **The Red-Headed League** on the board and ask the students to tell you what they think the story might be about. Ask them what kind of story they think it will be, e.g. funny, serious, happy, sad; an adventure story, a detective story, a sci-fi story.

2 Ask the students *What do you think a red-headed person is?* Then teach them the word *league*. Ask a volunteer to explain what *the Red-Headed League* means (*a group of people with red hair*), and invite suggestions about what it might be.

3 Explain that they are going to read the story but first they are going to find out something about the writer.

SB Page 55



The Red-Headed League

1 Read about the writer Sir Arthur Conan Doyle and answer the question

What is the name of the famous man in many of Conan Doyle's stories?

2 Which of the words in red in the text mean the following?

1 found an answer to a problem *solved*
2 true, not false ..........
3 things that people do that are bad or wrong ..........
4 a person who finds the answers to problems or mysteries ..........
5 things that are difficult to explain ..........
6 A person in a story ..........

3 Are these sentences true (*T*) or false (*F*)?

1 *F* Sir Arthur Conan Doyle was born in London.
2 He didn't become a doctor because he wanted to be a writer.
3 Sherlock Holmes was a real detective who lived in London in the 1880s.
4 Conan Doyle wrote books about art.

**Sir Arthur Conan Doyle (1859–1930)**

Sir Arthur Conan Doyle was born in Edinburgh, UK. He studied to be a doctor, but he also liked writing stories. After university, he became a doctor and a writer. He wrote stories and books about history.

Conan Doyle is famous for the **character** he invented called Sherlock Holmes. He wrote *A Study in Scarlet* in 1887. It was the first of 60 stories about Sherlock Holmes, a **detective** who lived at 221b Baker Street in London in the 1880s. He **solved** lots of **crimes** and **mysteries** with his friend Watson. These stories were very popular and many people believed that Sherlock Holmes was a **real** person.

Internet search

Find out what is at 221b Baker Street in London today.

**London in the nineteenth century**

"The Red-Headed **League**" is one of 12 short stories in a book called *The Adventures of Sherlock Holmes*. They are about London at the end of the nineteenth century. At that time, England was becoming a **rich** country. More people were living in cities, but many people were poor so there was a lot of crime. Dr Joseph Bell, Doyle's professor at university, gave Doyle the idea for Sherlock Holmes. Dr Bell could **work out** information about his patients by **observing** them. Sherlock Holmes deduces information about crimes in the same way.

4 Which of the words in red in the text mean the following?

1 to find out something from facts or information *work out*
2 watching or studying a person or thing carefully ..........
3 having a lot of money ..........
4 group of people ..........

5 CRITICAL THINKING

1 Why do you think more people were living in cities in the nineteenth century?
2 Why do you think that detective stories were popular at that time?

55

**1 Read about the writer Sir Arthur Conan Doyle and answer the question**

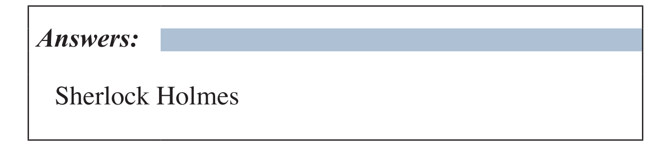
1 Ask the students to read the question. Ask the students to look at the biography and find out what other job Conan Doyle did apart from writing (*He was a doctor*).

2 Draw a map of Great Britain on the board. Then:

- Ask the students to label England, Scotland and Wales on the map.
- Draw dots for London, Edinburgh and Cardiff on the map. Point to each of the dots and ask the students whether they know the names of the cities.
- Ask the students what they know about London.

3 The students then read the text to answer the question. Check the answer as a class.

4 Ask the students whether they have read any Sherlock Holmes stories and whether they enjoyed them.



*Answers:*

Sherlock Holmes

**2 Which of the words in red in the text mean the following?**

1 Ask the students to look at the words in red and discuss their meanings in pairs. Encourage them to read the whole context to help them decide the meaning of words they don't know. Ask different pairs to offer their suggestions.

2 Then ask them to complete the exercise, using the text to help them.

3 Check the answers as a whole class.

4 Then ask the students whether there were any other words they weren't sure about in the text and discuss their meanings.

*Answers:*

2 real 3 crimes 4 detective
5 mysteries 6 character

**3 Are these sentences true (*T*) or false (*F*)?**

1 Ask the students to discuss the sentences with a partner, before checking the answers in the text.

2 Check the answers as a class. Invite the students to read out the part of the text where they found the answers and to correct the false sentences.

*Answers:*

1 F He was born in Edinburgh.
2 F He became a doctor and a writer.
3 F He was a character invented by Conan Doyle.
4 F He wrote stories and factual books about history.

**4 Which of the words in red in the text mean the following?**

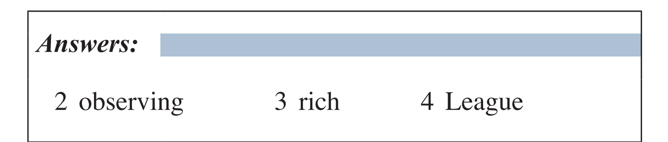
1 Ask *Do you think* The Red-Headed League *is a factual book or a story?* (*a story*).

2 Ask them to read the title of the text about London, and ask them to discuss in small groups what they think 19th century London was like.

3 Tell the students they are going to find out about London and the story, but they should first look at the definitions and guess which words they describe.

4 Then ask them to read the text and complete the exercise before checking the answers as a class.

5 Ask the students to summarise the information in the text. Then ask *What kind of crime do you think there was in London at this time?* and accept any reasonable answers.



*Answers:*

2 observing 3 rich 4 League

**Internet search**

1 Ask the students if they remember Sherlock Holmes's address. Then ask them to refer back to the text about London to find out. They then research the answer to the question.

2 Students share their findings with the rest of the class (*The Sherlock Holmes Museum*). Ask them what they can see at the museum (*rooms furnished in the style of the nineteenth century, as well as memorabilia and wax figures*) and whether they would like to visit it and why.

**5 Critical thinking**

1 Ask the students what they have learned about Sherlock Holmes and *The Red-Headed League*. Then ask them to read the questions and discuss them in small groups.

2 Invite different groups to share their ideas and have a short class discussion.

*Suggested answers:*

1 London was growing bigger and there were more and better jobs there.
2 Possibly because crime rates were high and people wanted to read about them being solved.

## LESSON 2 SB page 56–57

**Outcomes**

- To read Chapter 1
- To make predictions

## SB Page 56

## The Red-Headed League Chapter 1

One day, Dr Watson visited his friend Sherlock Holmes at his home in London. When he arrived, Sherlock Holmes was talking to a man in his living room. The man's name was Mr Jabez Wilson. Mr Wilson knew that Holmes was a famous detective who could solve crimes and he wanted him to solve a **mystery**.

While Mr Wilson was talking, Holmes looked at him carefully. He looked at Mr Wilson's face, his hands and his clothes. He **worked out** that Mr Wilson used to be a **labourer**, that he visited China in the past and that he did a lot of writing. When Sherlock Holmes told Mr Wilson this information, he was very **surprised** because everything Sherlock Holmes said was true! Mr Wilson decided that Holmes must be a wonderful detective.

Mr Wilson started telling Holmes his story. He had a small shop in London where he worked with his **assistant** Vincent Spaulding. Not many people visited Mr Wilson's shop and he wasn't a rich man. One day, Mr Spaulding showed him an **advert** in the newspaper for a job with the Red-Headed League.

The Red-Headed League found jobs for men with red hair. Mr Spaulding wanted Mr Wilson to ask about the job because Mr Wilson had red hair and the job was only a few hours a week. The money could really help Mr Wilson and his small shop.

That afternoon, Mr Spaulding took Mr Wilson to the Red-Headed League. There were a lot of men waiting outside the office and they all had red hair. But Mr Spaulding pushed past all the men until they were outside the door. They went inside and met the manager, Mr Duncan Ross, who told them about the job.

The person who got the job would have to come to the office every day between ten and two o'clock. He wouldn't be able to leave the office during this time. While he was in the office, he would have to **copy** all the information from a large **encyclopaedia** into a book. The **pay** was £4 a week. This was a lot of money! Mr Ross told Mr Wilson that if he could start work the next day, he could have the job! Mr Wilson was very surprised but quickly said yes.

56

### Prereading activity

1 Ask the students to look at the picture and ask *What can you see? What do you think the Red-Headed League do? Who is the man near the door? Who do you think the other men are? What do you think they are doing?*

2 Tell the students that they are going to read the first chapter of *The Red-Headed League*. Ask them to work in small groups to think about what they already know about the story. Ask them to discuss whether they think the Red-Headed League is a group of good people or bad people.

3 Ask them to share their ideas and tell them that they are going to find out.

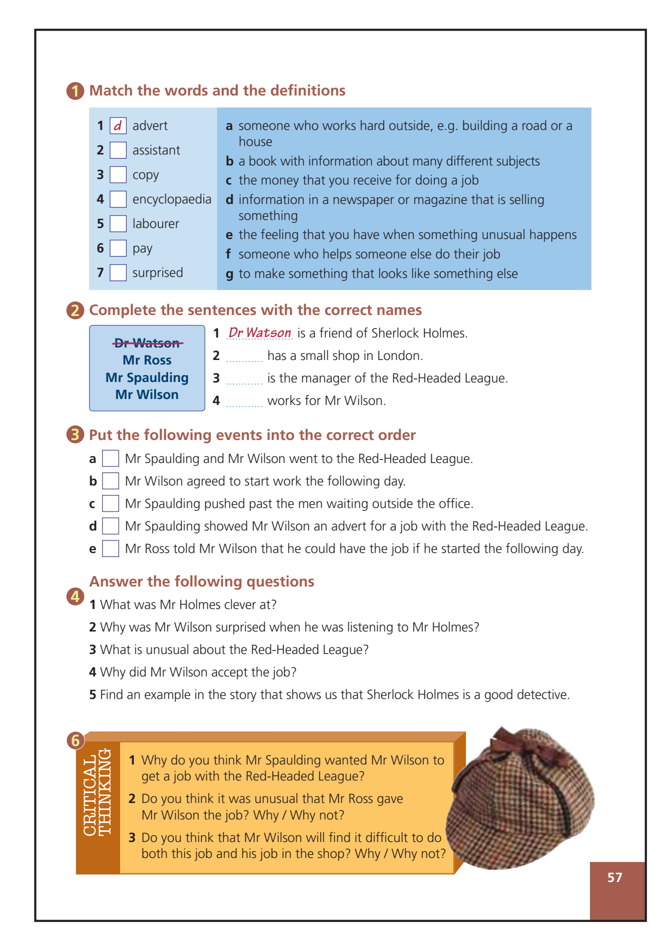
### Reading the story

1 Ask the students to read Chapter 1 carefully to themselves and to check their ideas about the Red-Headed League. Invite them to share their ideas (they may not be able to decide whether it is good or bad at this point).

2 Invite different students to read out the paragraphs of the story, paying careful attention to pronunciation. Make a note of any difficult words and model the pronunciation for the students to repeat after you.

3 Ask *Why do you think the Red-Headed League need someone to copy out the encyclopaedia? Why do you think the person who does the job can't leave the office?*

## SB Page 57



**1 Match the words and the definitions**

| | | |
|---|---|---|
| 1 [d] advert | | a someone who works hard outside, e.g. building a road or a house |
| 2 [ ] assistant | | b a book with information about many different subjects |
| 3 [ ] copy | | c the money that you receive for doing a job |
| 4 [ ] encyclopaedia | | d information in a newspaper or magazine that is selling something |
| 5 [ ] labourer | | e the feeling that you have when something unusual happens |
| 6 [ ] pay | | f someone who helps someone else do their job |
| 7 [ ] surprised | | g to make something that looks like something else |

**2 Complete the sentences with the correct names**

~~Dr Watson~~
Mr Ross
Mr Spaulding
Mr Wilson

1 *Dr Watson* is a friend of Sherlock Holmes.
2 .......... has a small shop in London.
3 .......... is the manager of the Red-Headed League.
4 .......... works for Mr Wilson.

**3 Put the following events into the correct order**

a [ ] Mr Spaulding and Mr Wilson went to the Red-Headed League.
b [ ] Mr Wilson agreed to start work the following day.
c [ ] Mr Spaulding pushed past the men waiting outside the office.
d [ ] Mr Spaulding showed Mr Wilson an advert for a job with the Red-Headed League.
e [ ] Mr Ross told Mr Wilson that he could have the job if he started the following day.

**4 Answer the following questions**

1 What was Mr Holmes clever at?
2 Why was Mr Wilson surprised when he was listening to Mr Holmes?
3 What is unusual about the Red-Headed League?
4 Why did Mr Wilson accept the job?
5 Find an example in the story that shows us that Sherlock Holmes is a good detective.

**5 CRITICAL THINKING**

1 Why do you think Mr Spaulding wanted Mr Wilson to get a job with the Red-Headed League?
2 Do you think it was unusual that Mr Ross gave Mr Wilson the job? Why / Why not?
3 Do you think that Mr Wilson will find it difficult to do both this job and his job in the shop? Why / Why not?

57

### 1 Match the words and the definitions

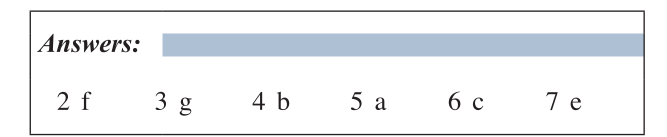
1 Ask the students to cover the words on the left and read the definitions on the right.

2 Ask them to read the chapter again and to work in pairs to decide which of the words in the text match the definitions.

3 Read out each of the definitions and invite suggestions from the class. Do not confirm their ideas at this point.

4 The students then uncover the words and match them with the definitions. Check the answers with the class, and ask them how many words they guessed correctly. Then model pronunciation for the class to repeat after you.

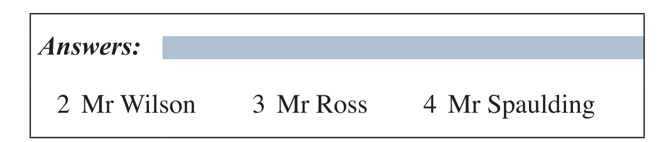
5 Ask the students to identify any other words in the text they didn't know the meaning of and discuss their definitions as a class.


*Answers:*

2 f    3 g    4 b    5 a    6 c    7 e

## 2 Complete the sentences with the correct names

1 Ask the students to name all the people they read about in Chapter 1.
2 Then ask them to match the names and descriptions before checking their answers by referring back to the text.
3 Check the answers as a class.


*Answers:*

2 Mr Wilson    3 Mr Ross    4 Mr Spaulding

## LESSON 3 SB pages 56–57

**Outcomes**

- To put the events of the story in order
- To discuss Sherlock Holmes and *The Red-Headed League*

## SB Page 57

**1 Match the words and the definitions**

| | | |
|---|---|---|
| 1 d advert | | a someone who works hard outside, e.g. building a road or a house |
| 2 assistant | | b a book with information about many different subjects |
| 3 copy | | c the money that you receive for doing a job |
| 4 encyclopaedia | | d information in a newspaper or magazine that is selling something |
| 5 labourer | | e the feeling that you have when something unusual happens |
| 6 pay | | f someone who helps someone else do their job |
| 7 surprised | | g to make something that looks like something else |

**2 Complete the sentences with the correct names**

~~Dr Watson~~
Mr Ross
Mr Spaulding
Mr Wilson

1 *Dr Watson* is a friend of Sherlock Holmes.
2 ........ has a small shop in London.
3 ........ is the manager of the Red-Headed League.
4 ........ works for Mr Wilson.

**3 Put the following events into the correct order**

a Mr Spaulding and Mr Wilson went to the Red-Headed League.
b Mr Wilson agreed to start work the following day.
c Mr Spaulding pushed past the men waiting outside the office.
d Mr Spaulding showed Mr Wilson an advert for a job with the Red-Headed League.
e Mr Ross told Mr Wilson that he could have the job if he started the following day.

**4 Answer the following questions**

1 What was Mr Holmes clever at?
2 Why was Mr Wilson surprised when he was listening to Mr Holmes?
3 What is unusual about the Red-Headed League?
4 Why did Mr Wilson accept the job?
5 Find an example in the story that shows us that Sherlock Holmes is a good detective.

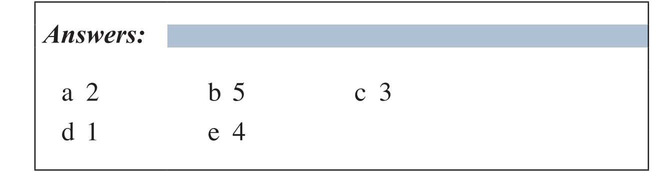
**6 CRITICAL THINKING**

1 Why do you think Mr Spaulding wanted Mr Wilson to get a job with the Red-Headed League?
2 Do you think it was unusual that Mr Ross gave Mr Wilson the job? Why / Why not?
3 Do you think that Mr Wilson will find it difficult to do both this job and his job in the shop? Why / Why not?

57

## 3 Put the following events into the correct order

1 Ask volunteers to summarise the events in Chapter 1 in the correct order.
2 Then ask the students to read the events and discuss their order with a partner, without referring back to the text. Then ask them to share their ideas with the rest of the class.
3 The studen ts then read the text again carefully and put the events in order. Check the answers with the whole class.


*Answers:*

a 2    b 5    c 3
d 1    e 4

## 4 Answer the following questions

1 Ask the students to work in small groups to discuss the questions.
2 Invite each group to share their ideas. Check the answers as a class.

***Suggested answers:***

1 Mr Holmes was clever at solving crimes.
2 Mr Wilson was surpised because everything Sherlock Holmes said about him was true.
3 They only employ men with red hair. The work was unusual.
4 He accepted the job because the money could really help his shop.
5 Sherlock Holmes looked carefully at Mr Wilson and worked out that Mr Wilson used to be a labourer, that he had visited China in the past, and that he did a lot of writing.

### 5 Critical thinking

1 Ask the students to read the questions and think about them individually, referring back to the text if necessary.
2 Then ask the students to discuss the questions in small groups. Monitor as they are working, and encourage them to give reasons for their answers.
3 Ask a student in each group to tell the rest of the class about the different ideas their group discussed. Then ask the rest of the class to say whether they agree or not and why.
4 Ask *Would you like to do the job for the Red-Headed League? Why/Why not?*

***Answers:***

Students' own answers

## CHAPTER 2 SB pages 58–59

## LESSON 1 SB page 58

**Outcomes**

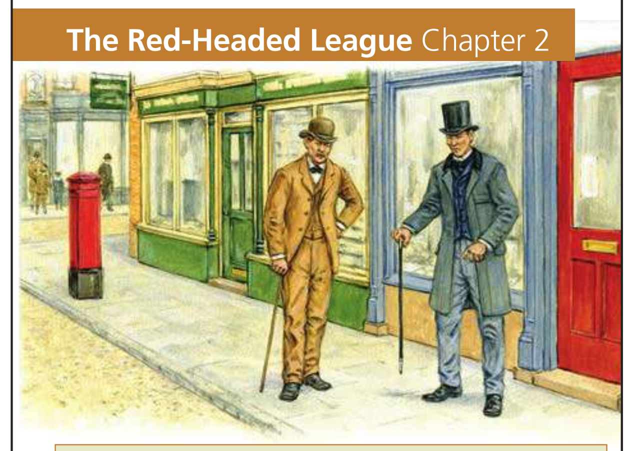
- To read the next part of the story
- To talk about what has happened to the Red-Headed League

### Before using the book:

1 Ask the students some questions to remind them about Chapter 1, for example, *Who is Mr Wilson?* (*the main character in the story*) *What does he do?* (*He has a small shop*) *Who is Mr Spaulding?* (*Mr Wilson's assistant*) *What does Sherlock Holmes do?* (*He's a detective*) *Who does the Red-Headed League employ?* (*men with red hair*) *Why did Mr Wilson ask for a job with them?* (*because he isn't a rich man*) *What was the job they asked him to do?* (*to copy an encyclopaedia into a book*).
2 Ask the students to work in small groups to discuss what they think might happen next in the story. Then invite different groups to share their ideas with the rest of the class.

### SB Page 58

**The Red-Headed League** Chapter 2



The next day, Mr Wilson bought a pen, some ink and some paper and went to the Red-Headed League. He thought about the job. Could it be real? It seemed **foolish** to copy an encyclopaedia. But to his surprise, when he arrived at the office Mr Ross was waiting for him. So Mr Wilson sat at the table and started work. He copied information from the encyclopaedia into a book until two o'clock. Then he went home.

Mr Wilson went to the office every day and at the end of the week he received his pay of £4. The work was easy and he was very **content**. This continued for eight weeks. One day, he went to the office, but it was **locked**. There was a letter on the door that said "The Red-Headed League has closed".

Mr Wilson didn't know what to do. He asked the **landlord** why the office was closed, but the landlord said that he didn't know. He said that he didn't know Mr Ross or the Red-Headed League. It was a mystery and Mr Wilson wanted Sherlock Holmes to solve it.

Holmes asked Mr Wilson some questions about his assistant Mr Spaulding. After Mr Wilson left, Holmes asked Dr Watson to go to a violin **concert** with him that evening. On the way, they could go past Mr Wilson's shop.

When they arrived, Holmes walked up to the shop and hit the ground with his **walking stick** three or four times. Dr Watson thought this was very unusual! Then Holmes knocked on the shop door. A young man answered and Holmes asked him how to get to the concert.

"Did you knock on the door so that you could see the young man who works for Mr Wilson?" asked Dr Watson.

"No, I didn't want to see the man. I wanted to see the knees of his trousers," replied Holmes.

Dr Watson thought that that was a very unusual answer. He didn't understand. But Holmes didn't explain. He was looking carefully at the different houses and shops behind Mr Wilson's shop. There was a newspaper shop, a bank and a restaurant. Then it was time to go to the concert, so the two men left.

58

### Prereading activity

1 Ask volunteers to describe the events of the story so far. Ask them whether they are enjoying the story.
2 Ask students to look at the picture and ask *What can you see? Who do you think the people are?* (*Dr Watson and Mr Holmes*) *Where are they? What are they doing? Why do you think Sherlock Holmes is tapping his cane on the ground? Whose shop do you think it is?*

### Reading the story

1 Ask the students whether they think Mr Wilson took the job at the Red-Headed League. Ask them to read Chapter 2 quickly to find the answer (*Yes, he did*).

2 Students then read the text again more carefully. Ask them to find out how Mr Wilson felt about his job at the Red-Headed League. Ask them to think about how he felt before he started, while he was doing the job, and how he felt when the Red-Headed League closed.

3 Invite volunteers to give their answers, reading out the relevant part of the text (*He thought the job seemed foolish. He found the work easy and he was content. He didn't know what to do and thought it was a mystery.*).

4 Then ask *Why did Mr Wilson go to see Sherlock Holmes?* (*to ask him to solve the mystery*). Then ask them to work in small groups to discuss the mystery and make suggestions about what happened to the Red-Headed League. Invite them to share their ideas and tell them that they will find out later.

## LESSON 2 SB pages 58–59

**Outcomes**

- To answer reading comprehension questions
- To put the events of the story into the correct order

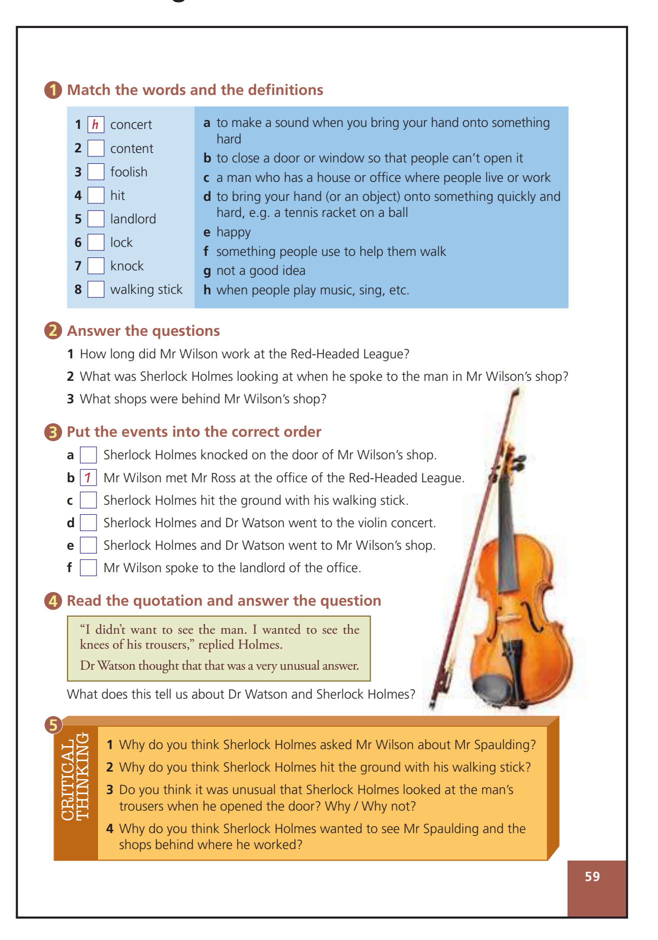
### Before using the book:

1 Ask the students to tell you what they remember about Chapter 2, without referring back to the text.

2 Ask them to read the text again carefully and identify any words they don't know. Ask them to discuss the meanings of the words in small groups.

3 Make a list of the new words on the board, and invite them to share their ideas about meanings but do not confirm them at this point.

### SB Page 59



**1 Match the words and the definitions**

| | |
|---|---|
| 1 [h] concert | a to make a sound when you bring your hand onto something hard |
| 2 [ ] content | b to close a door or window so that people can't open it |
| 3 [ ] foolish | c a man who has a house or office where people live or work |
| 4 [ ] hit | d to bring your hand (or an object) onto something quickly and hard, e.g. a tennis racket on a ball |
| 5 [ ] landlord | e happy |
| 6 [ ] lock | f something people use to help them walk |
| 7 [ ] knock | g not a good idea |
| 8 [ ] walking stick | h when people play music, sing, etc. |

**2 Answer the questions**

1 How long did Mr Wilson work at the Red-Headed League?
2 What was Sherlock Holmes looking at when he spoke to the man in Mr Wilson's shop?
3 What shops were behind Mr Wilson's shop?

**3 Put the events into the correct order**

a [ ] Sherlock Holmes knocked on the door of Mr Wilson's shop.
b [1] Mr Wilson met Mr Ross at the office of the Red-Headed League.
c [ ] Sherlock Holmes hit the ground with his walking stick.
d [ ] Sherlock Holmes and Dr Watson went to the violin concert.
e [ ] Sherlock Holmes and Dr Watson went to Mr Wilson's shop.
f [ ] Mr Wilson spoke to the landlord of the office.

**4 Read the quotation and answer the question**

"I didn't want to see the man. I wanted to see the knees of his trousers," replied Holmes.
Dr Watson thought that that was a very unusual answer.

What does this tell us about Dr Watson and Sherlock Holmes?

**5 CRITICAL THINKING**

1 Why do you think Sherlock Holmes asked Mr Wilson about Mr Spaulding?
2 Why do you think Sherlock Holmes hit the ground with his walking stick?
3 Do you think it was unusual that Sherlock Holmes looked at the man's trousers when he opened the door? Why / Why not?
4 Why do you think Sherlock Holmes wanted to see Mr Spaulding and the shops behind where he worked?

59

### 1 Match the words and the definitions

1 Ask the students to look at the words on the left and check whether they are already on the board. Then ask them to find the words in the text, read the definitions on the left, and match the two columns.

2 Check the answers with the class, and then go through the other words on the board, confirming their meanings.

3 Ask *Why do you think Sherlock Holmes has a walking stick?*

***Answers:***

2 e 3 g 4 d 5 c 6 b 7 a 8 f

### 2 Answer the questions

1 Put the students into groups of three where possible. Give each student in the group one of the questions to think about.

2 The students then read out their question for the rest of the group and offer their own opinion about it. The group then discusses the question together. Monitor as they are working, helping where necessary.

3 Discuss the questions as a whole class.

4 Then ask the students to look at the picture on page 58 again. Ask what kind of shop they think Mr Wilson had. Ask what other shops they think might be on the street, and revise the names for different types of shops.

5 Ask *Would you like to do the job at the Red-Headed League? Would you like to work in a shop? Why/Why not? If you could have a shop, what kind of shop would it be?*

***Answers:***

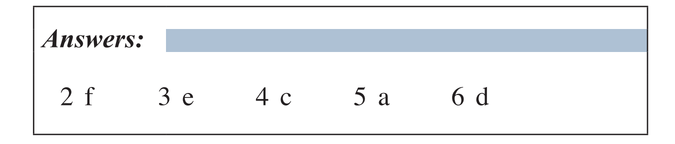
1 for eight weeks 2 the knees of his trousers
3 a newspaper shop, a bank and a restaurant

### 3 Put the events into the correct order

1 Ask volunteers to summarise the events of Chapter 2 in the correct order.

2 Then ask the students to read the events and discuss their order with a partner, without referring back to the text. Then ask them to share their ideas with the rest of the class.

3 The students then read the text again carefully and order the information. Check the answers with the whole class.



***Answers:***

2 f 3 e 4 c 5 a 6 d

## LESSON 3 SB pages 58–59

### Outcomes

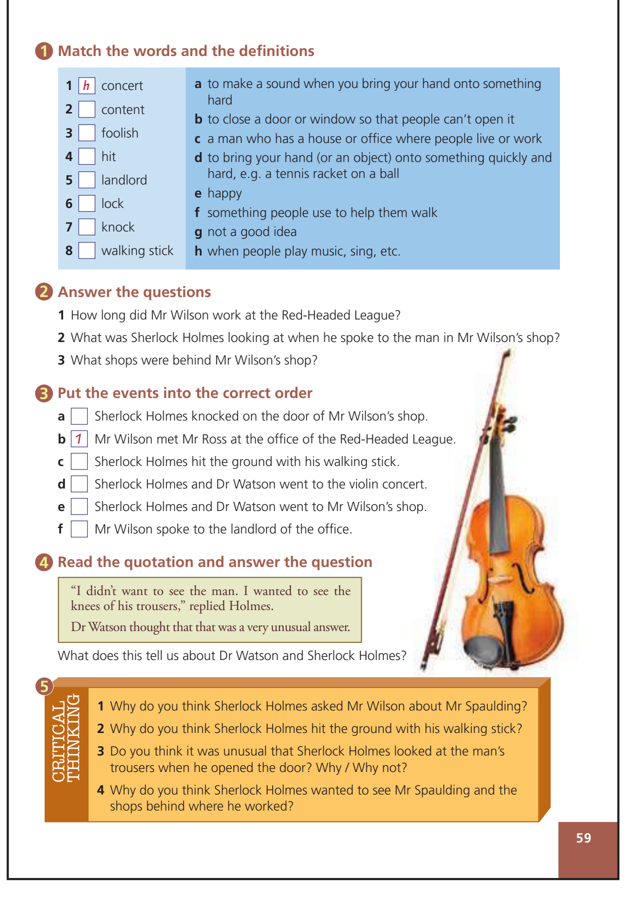
- To discuss Sherlock Holmes and Dr Watson
- To review reported speech

**Before using the book:**

1 Ask the students to look again at the picture on page 58 and describe Sherlock Holmes and Dr Watson. Then ask them to offer suggestions about what each man's personality is like.

2 Read the story aloud as a class, by inviting different students to read a sentence each. Encourage them to pay careful attention to pronunciation, modelling words where necessary for the students to repeat.

### SB Page 59



1 Match the words and the definitions

1 h concert
2 content
3 foolish
4 hit
5 landlord
6 lock
7 knock
8 walking stick

a to make a sound when you bring your hand onto something hard
b to close a door or window so that people can't open it
c a man who has a house or office where people live or work
d to bring your hand (or an object) onto something quickly and hard, e.g. a tennis racket on a ball
e happy
f something people use to help them walk
g not a good idea
h when people play music, sing, etc.

2 Answer the questions

1 How long did Mr Wilson work at the Red-Headed League?
2 What was Sherlock Holmes looking at when he spoke to the man in Mr Wilson's shop?
3 What shops were behind Mr Wilson's shop?

3 Put the events into the correct order

a Sherlock Holmes knocked on the door of Mr Wilson's shop.
b 1 Mr Wilson met Mr Ross at the office of the Red-Headed League.
c Sherlock Holmes hit the ground with his walking stick.
d Sherlock Holmes and Dr Watson went to the violin concert.
e Sherlock Holmes and Dr Watson went to Mr Wilson's shop.
f Mr Wilson spoke to the landlord of the office.

4 Read the quotation and answer the question

"I didn't want to see the man. I wanted to see the knees of his trousers," replied Holmes.
Dr Watson thought that that was a very unusual answer.

What does this tell us about Dr Watson and Sherlock Holmes?

5 CRITICAL THINKING

1 Why do you think Sherlock Holmes asked Mr Wilson about Mr Spaulding?
2 Why do you think Sherlock Holmes hit the ground with his walking stick?
3 Do you think it was unusual that Sherlock Holmes looked at the man's trousers when he opened the door? Why / Why not?
4 Why do you think Sherlock Holmes wanted to see Mr Spaulding and the shops behind where he worked?

59

### 4 Read the quotation and answer the question

1 Invite a volunteer to read out the quotation.

2 Then ask the class to work in small groups to discuss the question.

3 Invite different groups to share their ideas and discuss them as a class.

4 Ask the students to find examples of reported and direct speech in the text (*Reported speech: he asked the landlord why the office was closed; the landlord said that he didn't know; he said that he didn't know Mr Ross or the Red-Headed League; Holmes asked Dr Watson to go to a violin concert with him; Holmes asked him how to get to the concert. Direct speech: "Did you knock on the door so that you could see the young man who works for Mr Wilson?" asked Dr Watson; "No, I didn't want to see the man. I wanted to see the knees of his trousers," replied Holmes.*).

5 Ask the students to point out the differences between direct and reported speech (*direct speech reports the exact words someone said in inverted commas. The verbs in reported speech go back one tense to report what someone said in the past. No inverted commas are used*).

6 Ask the students to work in pairs. Assign each of the pairs one of the sentences, either in direct or reported speech. Ask them to write direct speech as reported speech, or reported speech as direct speech. Monitor as they are working, helping where necessary.

7 Invite each pair to write their converted sentence on the board for the rest of the class to check and make changes if necessary. (*"Why is the office closed?" Mr Wilson asked the landlord. "I don't know," said the landlord. "I don't know Mr Ross or the Red-Headed League," said the landlord. "Why don't you come to a violin concert with me?" Holmes asked Dr Watson (allow suitable alternatives). "How do you get to the concert?" Holmes asked the young man. Dr Watson asked Holmes if he (had) knocked on the door so that he could see the young man who worked for Mr Wilson. Holmes said that he didn't want/hadn't wanted to see the man. He wanted/had wanted to see the knees of his trousers.*)

***Suggested answers:***

It suggests that Sherlock Holmes is a very clever detective, and Dr Watson does not think in the same way as him.

### 5 Critical thinking

1 Read through the questions with the class, making sure they understand them. Explain that the answers to the questions are not in the text, but they can refer to the text for clues if they wish.

2 Put the students into groups of three or four to discuss the questions. Remind them to give reasons for their answers. Monitor as the students are working. Make sure that all students are taking part.

3 Invite the groups to share their answers with the rest of the class. Encourage them to say whether they agree or disagree with each other's ideas and to explain why.

***Answers:***

Students' own answers

### End the lesson

Act out the story so far. Assign roles to different volunteers, and invite other students to call out the different events for the 'actors' to mime. Then swap roles and repeat the activity.

# CHAPTER 3 SB pages 60–61

## LESSON 1 SB page 60

**Outcomes**

- To read the next chapter of the story
- To answer questions about what happened next

### Before using the book:

1 Play a guessing game. Ask the students to work in small groups and ask each student to think of one of the characters in the story. They should then describe the character to the rest of their group for them to guess.

2 Play the game as a whole class.

3 Alternatively, you could give some information from the first two chapters and ask the students who the information is about, for example, *He felt content with his new job* (*Mr Wilson*), *He didn't understand what Holmes was doing* (*Dr Watson*), and so on.

### SB Page 60

**The Red-Headed League** Chapter 3

After the violin concert, Sherlock Holmes told Dr Watson that he had to see someone before he went home.

"There is going to be a crime tonight, Watson," explained Holmes, "and it might be dangerous. Meet me at 221b Baker Street at ten o'clock."

Dr Watson arrived at Baker Street that evening. Holmes was talking to Peter Jones, the most important **policeman** in London, and a man called Mr Merryweather. Holmes explained to Watson that they **hoped** to catch a famous thief called John Clay that night.

The four men got into two taxis. While they were travelling, Holmes told Dr Watson that Mr Merryweather was the manager of the bank behind Mr Wilson's shop. The taxis were taking them to Mr Merryweather's bank. When they arrived, Mr Merryweather took them into the bank and down into the **cellar**. It was dark inside the cellar and there were a lot of large boxes.

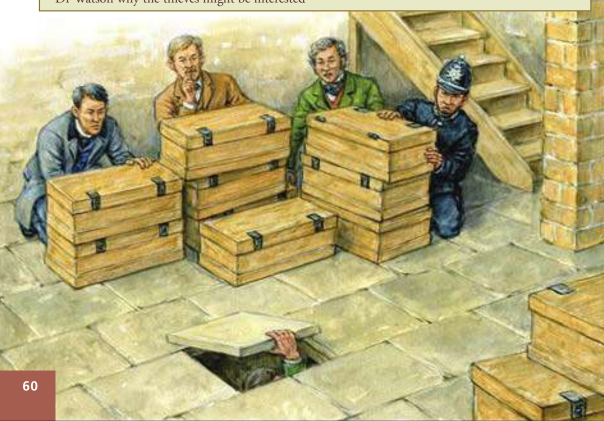
Holmes looked carefully at the floor of the cellar. Then he asked Mr Merryweather to tell Dr Watson why the thieves might be interested in this bank.

"They are interested in the gold in the boxes in this cellar," explained Mr Merryweather. "It is unusual to have so much gold in one bank and we have been worried. We wanted to move it."

Holmes explained that the thieves were going to come into the cellar under the ground from Mr Wilson's shop. Now, there were three policemen waiting outside Mr Wilson's shop. Holmes and the three men were waiting inside the cellar. The thieves wouldn't be able to **escape**! Holmes turned out the light and the four men **waited** for the thieves to arrive.

After about an hour, the men saw something. One of the large square stones in the floor started to **move**. Suddenly, they saw a hand! The hand slowly moved the stone up and to the right. Then a young man climbed out of the hole and into the cellar. When the young man stood up, Holmes quickly **grabbed** his arm. It was John Clay!

"John Clay! Your red-headed idea was a good one, but we've caught you!" said Holmes.



60

### Prereading activity

1 Ask the students to look at the picture. Write the following questions on the board: **Who are the four people? Where are they? What do you think is in the boxes? Who is entering the room through the floor? Why?**
2 Ask them to work in small groups to discuss the questions. Then ask each group to share their ideas with the rest of the class.
3 Finally, ask the students to predict what they think might happen next in the story. Tell them that they are going to read the next chapter to find out.

### Reading the story

1 Ask the students to read Chapter 3 of the story and to check their ideas for the prereading activity.
2 Ask the students to work in pairs to describe the cellar and how the men felt when they were waiting for the thieves. Invite them to share their ideas.
3 Ask the students what they think the men in the cellar talked about while they were waiting for the thieves. Then ask them to work in small groups to write a dialogue between the four men, including, for example, what the men planned to do when the thieves arrived. Ask them to write at least one sentence for each man. Monitor as they are working, helping where necessary.
4 Invite different groups to read out their dialogues. Ask the rest of the class to say which dialogue they liked best and why. Ask *Do you think the men in the cellar really talked while they were waiting for the thieves?* (*Probably not, because they had to be very quiet*.)
5 Ask *Do you think the thief was clever? How do you think he felt when he was caught?*
6 Finally, ask different students to summarise the events of Chapter 3.

## LESSON 2 SB pages 60–61

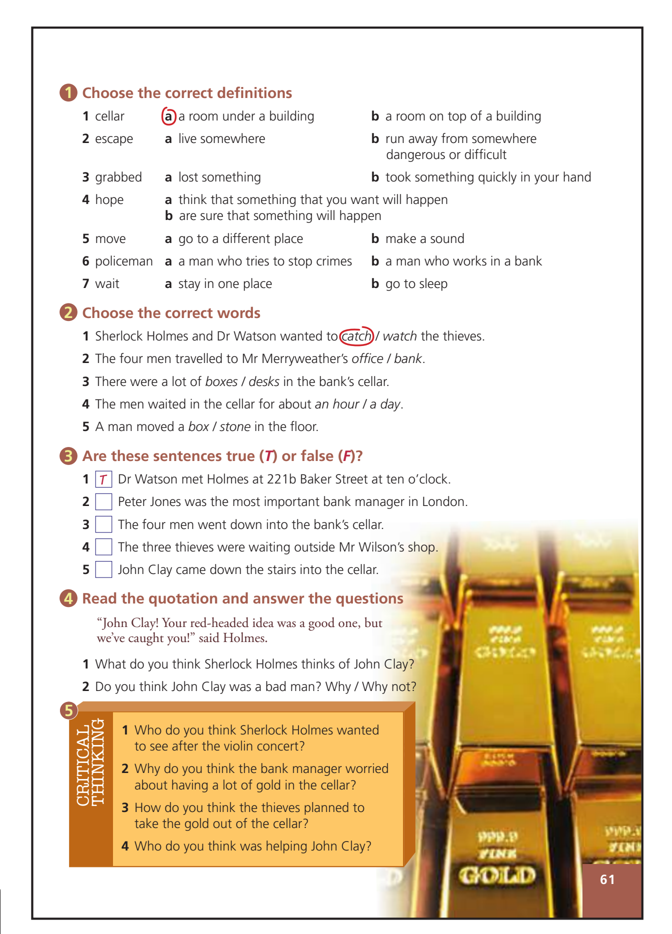
**Outcomes**

• To answer questions on Chapter 3

### Before using the book:

1 Before the class, write each paragraph from Chapter 3 on a separate piece of paper. Hand these out to different students.
2 Each student then reads out their paragraph in turn (make sure the paragraphs are read out in a random order). Ask any students who are just listening to make a note of any unknown words. They then put the students in the same order as the paragraphs in the story.
3 Ask the students who read to repeat any words they found difficult to pronounce, and write these on the board. Ask the students who listened to call out any new words and add them to the board.
4 Model the pronunciation for each of the words on the board in turn, asking the class to repeat them after you. Tell them that they will discuss the meanings of the new words later in the class.

### SB Page 61


**1 Choose the correct definitions**

1 cellar (a) a room under a building b a room on top of a building
2 escape a live somewhere b run away from somewhere dangerous or difficult
3 grabbed a lost something b took something quickly in your hand
4 hope a think that something that you want will happen b are sure that something will happen
5 move a go to a different place b make a sound
6 policeman a a man who tries to stop crimes b a man who works in a bank
7 wait a stay in one place b go to sleep

**2 Choose the correct words**

1 Sherlock Holmes and Dr Watson wanted to (*catch*) / *watch* the thieves.
2 The four men travelled to Mr Merryweather's *office* / *bank*.
3 There were a lot of *boxes* / *desks* in the bank's cellar.
4 The men waited in the cellar for about *an hour* / *a day*.
5 A man moved a *box* / *stone* in the floor.

**3 Are these sentences true (*T*) or false (*F*)?**

1 *T* Dr Watson met Holmes at 221b Baker Street at ten o'clock.
2 Peter Jones was the most important bank manager in London.
3 The four men went down into the bank's cellar.
4 The three thieves were waiting outside Mr Wilson's shop.
5 John Clay came down the stairs into the cellar.

**4 Read the quotation and answer the questions**

"John Clay! Your red-headed idea was a good one, but we've caught you!" said Holmes.

1 What do you think Sherlock Holmes thinks of John Clay?
2 Do you think John Clay was a bad man? Why / Why not?

**5 CRITICAL THINKING**

1 Who do you think Sherlock Holmes wanted to see after the violin concert?
2 Why do you think the bank manager worried about having a lot of gold in the cellar?
3 How do you think the thieves planned to take the gold out of the cellar?
4 Who do you think was helping John Clay?

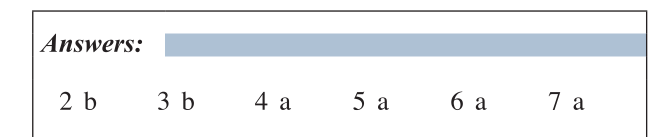

61

### 1 Choose the correct definitions

1 Ask the students to work in pairs to complete the exercise.
2 Check answers as a whole class.
3 Ask the students to work with a new partner to write sentences for two of the words (assign two words to each pair to avoid too much repetition). Monitor as they are working, helping where necessary.

4 Invite them to read out the sentences, and ask the rest of the class to say whether the word is used in the correct way.

5 Finally, discuss the meanings of any remaining new words on the board as a class.



***Answers:***

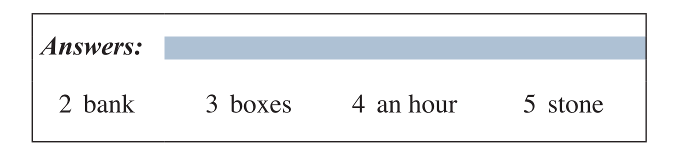
2 b    3 b    4 a    5 a    6 a    7 a

## 2 Choose the correct words

1 Ask the students to read the words in italics and discuss their meanings with a partner. Invite different students to explain the meaning of each word in any way they wish, for example, by pointing, miming, or using the word in a sentence.

2 The students then complete the exercise in pairs.

3 Check the answers with the class.



***Answers:***

2 bank    3 boxes    4 an hour    5 stone

## 3 Are these sentences true (*T*) or false (*F*)?

1 Ask the students to read the sentences and discuss whether they are true or false in pairs.

2 The students then refer back to the text to check their answers. Check the answers with the whole class and encourage the students to correct the false information.

3 Ask *Did Mr Wilson know that Mr Spaulding was a thief? How do you think he felt when he found out?*

***Answers:***

2 F He was the most important policeman.
3 T
4 F Three policemen were waiting outside the shop.
5 F He climbed out of a hole in the floor.

## LESSON 3 SB pages 60–61

### Outcomes

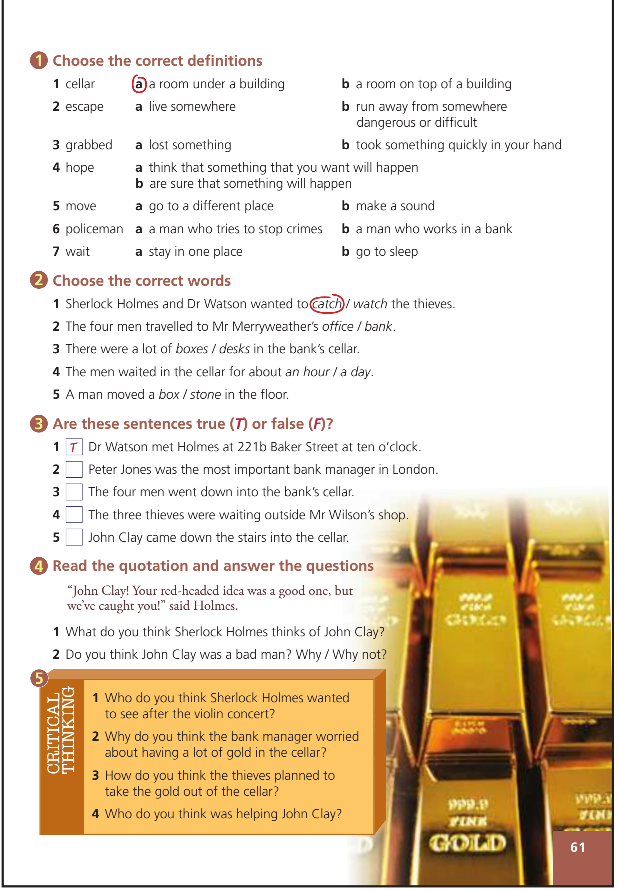
- To intensively study one part of the story
- To discuss how Sherlock Holmes might have solved the mystery

### Before using the book:

1 Ask the class to work in small groups to discuss Mr Spaulding. Ask *How does he behave when he is working with Mr Wilson? How do you think he behaves when he is John Clay?*

2 Invite the class to share their ideas and discuss them as a whole class.

### SB Page 61



**1 Choose the correct definitions**

1 cellar (a) a room under a building / b a room on top of a building
2 escape a live somewhere / b run away from somewhere dangerous or difficult
3 grabbed a lost something / b took something quickly in your hand
4 hope a think that something that you want will happen / b are sure that something will happen
5 move a go to a different place / b make a sound
6 policeman a a man who tries to stop crimes / b a man who works in a bank
7 wait a stay in one place / b go to sleep

**2 Choose the correct words**

1 Sherlock Holmes and Dr Watson wanted to (*catch*) / *watch* the thieves.
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**4 Read the quotation and answer the questions**

"John Clay! Your red-headed idea was a good one, but we've caught you!" said Holmes.

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**5 CRITICAL THINKING**

1 Who do you think Sherlock Holmes wanted to see after the violin concert?
2 Why do you think the bank manager worried about having a lot of gold in the cellar?
3 How do you think the thieves planned to take the gold out of the cellar?
4 Who do you think was helping John Clay?

61

## 4 Read the quotation and answer the questions

1 Ask the class to read the quotation and questions and check they understand them.

2 Ask the class to work in small groups to discuss the questions. Encourage them to give reasons for their answers. Monitor as they are working, helping if necessary.

3 Ask the groups to join together with another

group and share their ideas. Then hold a short class discussion.

4 Ask *What punishment do thieves receive in your country? Do you think this is the right punishment? Why/Why not?*

***Answers:***

Students' own answers

### 5 Critical thinking

1 Ask the class to work in different groups to discuss the questions. Encourage them to give reasons for their answers.

2 Invite a confident student to give their answers to one of the questions for the rest of the class to decide which question they are answering (model the activity first if necessary). Then ask the rest of the class to offer their own opinions. Repeat the activity for the remaining questions.

3 Ask the class to form new groups and ask *How do you think Holmes solved the mystery?* Encourage them to read the text again carefully to look for clues.

4 Invite each group to offer their explanations and make notes on the board of their ideas. Tell them that they are going to read the end of the story to find out.

***Answers:***

Students' own answers

## CHAPTER 4 SB page 62

## LESSON 1 SB page 62

**Outcomes**

- To read the final instalment of the story
- To discuss how detectives work

### Before using the book:

1 Ask *How do you think the story ends?* and ask the students to work in small groups to discuss their ideas.

2 Invite the groups to share their ideas.

3 Then ask *What do you think makes someone a good detective? Do you think you would be a good detective? Why?* and discuss the ideas as a whole class.

### SB Page 62

## The Red-Headed League Chapter 4

Sherlock Holmes and Dr Watson returned to Baker Street and Holmes explained the crime to Watson. John Clay had the idea for the Red-Headed League because his friend Mr Ross had red hair. Holmes knew that the job of copying out the encyclopaedia was too foolish to be a real job. Clay and Mr Ross invented the job because they wanted Mr Wilson out of his shop. Why?

Mr Wilson told Holmes that Mr Spaulding often used to work in the cellar. Holmes thought that this was unusual. Holmes asked some questions about Mr Spaulding and found out that he was John Clay the thief! When Holmes knocked on the door of the shop, he saw that the knees of Mr Spaulding's trousers were dirty and had holes in them. Holmes deduced that he was digging a **tunnel** with Mr Ross when Mr Wilson was not in the shop.

"When I saw that the bank was behind Mr Wilson's shop, I knew why they were **digging** a tunnel," said Holmes. "They wanted to take the gold from the bank!"

"How did you know that they wanted to take the gold on Saturday night?" asked Watson.

"When they closed the Red-Headed League, I knew the tunnel was finished. If they took the gold from the bank on Saturday, they would have a day and a half to escape before the bank opened on Monday," replied Holmes.

"Well done, Holmes!" said Watson.

**1 Choose the correct definition**

1 digging **a** making a hole **b** taking a photo

2 tunnel **a** a small room under the ground
**b** a long path under the ground

**2 Answer the questions**

1 What was Mr Spaulding doing in the cellar?
2 What was Mr Spaulding's real name?
3 What day did the thieves want to take the gold?

**3 Are these sentences true (*T*) or false (*F*)?**

1 [*F*] Holmes thought that the job at the Red-Headed League was a good job.
2 [ ] When Holmes saw that Mr Spaulding's trousers were dirty, he knew he was digging a tunnel.
3 [ ] Holmes didn't know that they wanted to take the gold.
4 [ ] Watson solved the crime.

**4 Read the quotation and answer the question**

"When they closed the Red-Headed League, I knew the tunnel was finished. If they took the gold from the bank on Saturday, they would have a day and a half to escape before the bank opened on Monday," replied Holmes.

Why did Holmes know that the tunnel was finished when they closed the office?

62

1 Ask students to look at the picture and ask *Who are the people? Where are they? What do you think Holmes is saying to Dr Watson?*

2 Ask the students to refer back to the first three chapters of the story and find clues which might have helped Holmes to solve the crime. Ask them how they think each clue helped Holmes to solve the mystery.

3 Discuss the answers as a whole class, and then ask them to read the final chapter of the story to check their ideas.

4 Ask the students how they think Dr Watson feels when Holmes explains to him how he solves crimes.

5 Then ask them to work in pairs to practise reading out the dialogue between Holmes and Dr Watson. Monitor as they are working, helping with pronunciation and intonation.

6 Invite different pairs to read out the dialogue and ask the rest of the class to say who they think performed the dialogue best, and why.

## LESSON 2 SB page 62

**Outcomes**

- To answer comprehension questions about Chapter 4
- To discuss mystery stories

### 1 Choose the correct definition

1 Ask the students how they think John Clay managed to get into the bank.

2 Then ask them to complete the exercise individually before checking their answers with a partner.

3 Check the answers as a class, and then ask *Do you think digging a tunnel was a good way to try to steal the gold? Why/Why not?*

4 Finally, ask the class to identify any other new words in the text and go through their meanings as a class, inviting students who know the words to provide definitions.

*Answers:*

1 a 2 b

### 2 Answer the questions

1 Ask the students to read the questions. Ask *Are the answers in the text?* (*yes*). Then ask them to find the relevant information in the final chapter.

2 Check the answers as a class.

3 Ask *What do you think John Clay wanted to do with all the gold?*

*Answers:*

1 He was trying to steal the gold in the boxes.
2 John Clay 3 Saturday

### 3 Are these sentences true (*T*) or false (*F*)?

1 Ask the students to talk about other mysteries or crime stories they have read. Ask *Did you solve the mystery/crime before the end of the book? How? Do you think authors want you to guess the ending of the book?* (*no because they want you to keep reading*) *How do they prevent readers from being able to guess the ending?* (*they don't explain all the details of the mystery/crime during the story*).

2 Ask the students to read the sentences and discuss them with a partner without referring back to the text.

3 Invite them to share their ideas and then ask them to read Chapter 4 again to confirm their answers.

4 Check the answers as a class, and encourage the students to correct the false sentences by reading out the appropriate part of the text.

*Answers:*

1 F Holmes knew that the job of copying out the encyclopaedia was too foolish to be a real job.
2 T
3 F He did know it (because he saw that the bank was behind the shop).
4 F Holmes solved the crime.

## LESSON 3 SB page 62

**Outcomes**

- To discuss the story ending in more detail
- To write a review of the story

**Before using the book:**

1 Ask the students to think up a reason why John Clay became a thief. Ask them to describe his life before he became a thief. Ask them to think about his personality, or the things that might have happened to him in his life.

2 The students write their stories in small groups. Ask one student to be the writer, and the other students to dictate what to write. Make sure each student in the group is contributing, and monitor as they are working. Offer help and suggestions where necessary.

3 Set a strict time limit for the activity so that they don't write too much. Tell them when they have two minutes left so that they can finish their stories.

4 Invite a volunteer from each group to read out their story. When all the groups have read their stories, ask them to vote for the best one and give reasons for their choice.

SB Page 62

## The Red-Headed League Chapter 4

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### 1 Choose the correct definition

1 digging **a** making a hole **b** taking a photo

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1 What was Mr Spaulding doing in the cellar?
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### 4 Read the quotation and answer the question

> "When they closed the Red-Headed League, I knew the tunnel was finished. If they took the gold from the bank on Saturday, they would have a day and a half to escape before the bank opened on Monday," replied Holmes.

Why did Holmes know that the tunnel was finished when they closed the office?

62

## 4 Read the quotation and answer the question

1. Ask the students to read the quotation and discuss the question in small groups.
2. Invite the groups to share their ideas with the rest of the class.
3. Then have a short class discussion about how it might be possible to stop people becoming thieves and criminals.

***Answers:***

Students' own answers

### Writing activity

Give the students the following questions and ask them to write a report about the whole story:

*What is the story about?* [Students should write four or five sentences.]

*What is your favourite part?* [Students should write two or three sentences.]

*Are you going to tell your friends to read it?* [Students should write one or two sentences.]

*How many stars do you want to give it?* [1, 2, 3, 4 or 5]

# G L O S S A R Y

abide ... يَلتزم
accordingly ... بالتَّبَعية
achievement ... إنجاز
active ... نَشط (مُشارَكة الطُّلَّاب) إيجابي (عَكس سَلْبي)
activity ... النَّشاط (كل ما يَقول به الطالِب من أعمال للتدريب أو التَعَلُّم)
adapt ... يَتَكَيَّف - يَتَأقْلَم
additional revision ... وحدة مُراجَعَة إضافيَّة
adequately ... بِشَكل كاف
adverb of frequency ... ظَرْفٌ مُتكَرِّر
advisor ... ناصح – مُرشد
agreement ... اتفاق
aim ... هَدَف
allot ... يُخَصِّص
analyse ... يُحَلِّل
approach ... يَتَناوَل – طَريقَة التَناوُل
appropriate ... مُناسب – مُلائم
aspiration ... أمَل – مَطْمَح
assess ... يُقَيِّم
assessment ... تَقْدير – تَقْييم للأداء خلال فَتْرَة التَعَلُّم
attach ... يَرْبِط – يُرْفق – يُلْحِق
attain ... يَبْلُغ – يُحَصِّل
authentic website ... مَوْقع إنْتَرنت حقيقي
authenticity ... أصْليَّة – مَوْثوقيَّة
background ... خَلْفيَّة
basic ... أساسي (المَهارات الأساسيَّة)
blank ... فارِغ
boast ... يَتَباهى – يَتَفاخَر
body language ... حَرَكات الجَسَد التي تُوَضِّح المَعْنى
break down ... تَقْسيم إلى مَقاطِع أو أجْزاء
brief ... مُخْتَصَر
build up (v) ... يُكَوِّن كَلِمَة أو جُمْلَة أو فَقْرَة، جُزْء بَعْد جُزْء، مثل بناء الحِوار
capability ... مَقْدِرَة
chant ... يَشْدو – يُغَنّي
chaos ... فَوْضى – عَدَم اتِّباع نِظام مُعَيَّن
character trait ... خِصْلَة في الشَخْصيَّة
check (v) ... يَتَأكَّد – يَتَحَقَّق (يَجب على المُدَرِّس أن يَتأكَّد من أن الطُّلّاب يَقومون بالتَدْريب على الطَريقَة الصَحيحَة والتَحَقُّق من أن الإجابات صَحيحَة)
checklist ... قائمَة للمُراجَعَة
clarification ... تَوْضيح
classify ... يُصَنِّف إلى مَجْموعات
classroom dialogue ... الحوارات التي تَدور في الفَصْل بَيْن الطالِب والمُدَرِّس ، كما في كِتاب المُدَرِّس ، التي هي بِخَط مُخْتَلف
classroom management ... إدارَة الفَصْل
closed pairs ... ثُنائي مُغْلَق (يَعْمَل الطالبان معاً دون أن يَسْمَعُهما بَقيَّة الفَصْل)
clue ... إشارَة دالَّة
combination (n) ... جَمْع – دَمْج
combine (v) ... يَجْمَع – يَدْمِج
command ... أمْر
commit to memory ... يَضَع جَيِّداً في الذاكِرَة – يَحْفَظ جَيِّداً
communicate (v) ... التَرْكيز على استِخْدام اللُّغَة عَمَلياً لِتَبادُل المَعْلومات أو الأفْكار أو الآراء
communicative syllabus ... مَنْهَج تَواصُلي
complement ... يُكَمِّل
complicated ... مُرَكَّب – مُعَقَّد
compose ... يُؤَلِّف
comprehension ... اسْتيعاب – فَهْم
conclude (v) ... يَخْتَتِم – يَتَوصَّل إلى نَتيجَة – يُلَخِّص
conducting research ... القِيام بِعَمَليَّة بَحْث
confidence ... ثِقَة
confirm ... يُؤَكِّد
confusing ... مُحَيِّر – مُرْبِك
consecutive ... مُتَتابِع – مُتَتال
conservation of the environment ... الحفاظ على البيئَة
consider ... يأخُذ في عَيْن الاعْتبار
consistent ... ثابت – مُتَّسِق – مُطَّرِد
consolidate ... يُرَسِّخ – يُدَعِّم
consolidation ... تَعْزيز أو تَدْعيم مَعلومَة أو مَهارَة لُغَويَّة
consonants ... الحُروف الثابِتَة
contamination ... تَلْويث
contemporary trends ... اتجاهات عَصْريَّة
context ... المَوْقف الذي تُسْتَخْدَم فيه اللُّغَة و يَعْتَمِد على المَعْنى أو السياق (سياق الحَديث)
contracted forms ... الصيَغ المُخْتَصَرَة
contrast (v) ... يَتَبايَن
controlled practice ... التَدْريب المُوَجَّه (تَدْريب الطُّلّاب من خلال إطار مُعَيَّن أو تَحْت إشْراف شِبْه كامِل لِتَقْليل احْتِمالات الخَطأ)
convention ... مؤتَمَر
corresponding ... مُقابِل – مُناظِر
corresponding to ... تَتَناغَم مع – تَتَناسَب مع
courtesy ... الاحْتِرام
creative thinking ... التَفْكير الإبْداعي/المُبْدِع
critique (n) ... نَقْد
cross-cultural ... عَبْر الثَقافي
cross-curricular ... عَبْر المَنْهَجي
crossword ... كَلِمات مُتَقاطِعَة (تَدْريب لُغَوي من خِلال الكَلِمات المُتَقاطِعَة)
data ... بَيانات
debated ... تَمَّ الجَدَل حَوْلَه
deduce ... يَسْتَنْبِط
definition ... تَعْريف
demonstrate ... يُوَضِّح من خِلال أداء فِعْلي للمَوْقف التَعْليمي
description ... وَصْف
detail ... تَفْصيلة

# G L O S S A R Y

developing ......... نام

dialogue ......... حوَّار

dictation ......... إمْلاء

disagreement ......... اختلاف فى الرأى

discourse ......... خطَاب – حَديث

discuss (v) ......... يُناقش – يُشارك

dispute ......... جَدَل – مُناقَشَة

disruption ......... اخْتلال – اضطِراب – تَشْويش

distinguish (v) ......... يُدْرِك الفَرْق بين

dramatic ......... دراماتيكى (الأداء التَمْثيلى للمَواقف)

drill (v) ......... يُقْحم – يَجْعَل الطالِب يُشارِك فى تَكْرار العَمَل بهَدَف التَعَلُّم

effective ......... فَعّال

effective techniques ......... الأساليب الفَعّالَة للعلم

elaborate ......... يَتوَسَّع فى الشَرْح – يُسْهِب

elicit ......... يَسْتَدْرِج فى الكلام – يَسْأل الطُلّاب أسْئلَة موَجَّهَة لكى يُساهموا بما يَعرفونَه من أفْكار أو مَعْلومات، مَعان، أو نَقاط لُغَويَّة أو لِيُساعِدَهُم على الوصول إلى هذه النقاط

e-mail ......... بَريد إلَكترونى

emphasising ......... التأْكيد على – إبْراز أهَميَّة

enable ......... يُمَكِن – يَجْعَل الطالِب قادِراً على إنْجاز هَدَف مُعَيَّن

encourage ......... يُشَجِّع

engage in ......... يَنْشَغِل بِشئ – يَنْغَمِس فيه

enthusiasm ......... حَماس

event ......... حَدَث

exaggerate (v) ......... يُبالِغ – يُضَخِّم

exchange ......... يَتَبادَل – تَبادُل

existing ......... كائِن – مَوْجود

exploit (n) ......... عَمَل جَيِّد

exploit (v) ......... يَسْتَغِل

exposure ......... تَعَرُّض لِعامِل خارجى

express (v) ......... يَتَوَسَّع فى استِخْدام – يُنَمّى

expression (facial) ......... تَعْبير بالوَجْه

extend (v) ......... يَمْتَد

extension (n) ......... امتداد

facilitate ......... يُسَهِّل

familiarise ......... يَجْعَل الشئ مألوفاً

flexible ......... مَرِن

focus on (v) ......... يُرَكِّز على

follow up ......... مُتابَعَة عن قُرْب

format ......... تَشْكيل

framework ......... إطار – هَيْكَل – نِظام مُبَسَّط (للتَدْريس)

free practice ......... التَدْريب الحُر (حَيث يَخْتار الطالِب الأفْكار واللُغَة ويَسْتَخْدِمها بطَلاقَة)

free writing ......... الكتابَة الحُرَّة الإنْشائيَّة

frequently ......... بشَكْل تَكْرارى – بِشَكْل مُتَكَرِّر

fulfil ......... يُشْبِع

function (n) ......... وَظيفَة اللُغَة – كَيْفيَّة استِخْدام اللُغَة (مَثَلاً: طَلَب الأشْياء بأدَب، اقتِراح شئ ما ... إلخ)

gaps ......... الفَراغات – الفَجَوات

gender ......... الجُنوسَة – النوع (ذَكَر/أُنْثَى)

generate (v) ......... يُوَلِّد – يُنْتِج

genuine ......... خالص – صادق

gesture ......... إشارات اليَد – الحَرَكات التَعْبيريَّة

gist ......... المحتوى الأساسى – لُبّ الموضوع

gradually ......... تَدْريجيّاً

guessing ......... تَخْمين

guidance ......... التَوْجيه التَعْليمى

guide (v) ......... يُوَجِّه – يُرْشِد

habits ......... عادات: يَجب على المُدَرِّس التَصْميم على العادات الحَميدَة (مِثْل كِتابَة الحُروف بِشَكْل جَيِّد)

hiccup ......... فُواق – حازوقة (زغطة)

highlight ......... يُبْرِز أهَم العَناصِر – يُحَدِّد

household vocabulary ......... المُفَرَدات اللُغَويَّة الخاصَة بالمَنْزِل

identify ......... يَتَعَرَف على

imaginary ......... مُتَخَيَّلَة – خَياليَّة

imitate ......... يُقَلِّد – يُحاكى

immerse ......... يَنْغَمِس

impede ......... يَعوق – يَحول دون

independent thinking ......... تَفْكير مُسْتَقِل

indicate ......... يُشير إلى

individual (adj) ......... شَخْصى

individual (n) ......... شَخْص

information technology ......... تكْنولوچْيا المَعْلومات

input (n) ......... مُشارَكة

instructor ......... مُوَجِّه

integrate ......... يَدْمِج

intend ......... يَتَعَمَّد – يَقْصِد

interact ......... يَتَفاعَل

interlocutor ......... مشارك فى الحِيث

interpersonal ......... مُتَداخِل

irregular ......... شاذ – غَيْر نَمَطى

irregular verb ......... فِعْل شاذ لا تَنْطَبِق عليْه القَواعِد العامَة لتَصْريف الأفْعال

joined-up handwriting كِتابَة (خَط) تَعْتَمِد عَلى تَشبيك الحُروف

jumble ......... غير مرتبة

keep a check ......... يُلاحظ عن كَثَب لِيَجْعَل التَلاميذ فى مَوْقِف استِعْداد للعلْم

knowledge ......... مَعْرِفَة (ما يَتَعَلَّمه الطالِب)

label (v) ......... يُعَلِّم

landmark ......... مَعْلَم – أحَد المَعالم – عَلامَة بارزَة

leading questions ......... الأسْئلَة التى تَجْعَل الطالب يَتَحَدَّث

learning strategies ......... الأساليب المُخْتَلفَة للتَعْليم

leisure ......... وَقْت الفَراغ

lexical content ......... المُحْتَوى المُعْجَمى – المُحْتَوى اللَّفْظى

# GLOSSARY

literary ........ أدَبى

main units ........ وَحدات رئيسيَّة

make up (v) ........ يَصْنَع – يَخْتَلِق

manage ........ يُدير

manager ........ مُدير

meaning ........ مَعْنى

meaningful ........ ذو مَعْنى

medium (adj) ........ وَسَط

mental note ........ نُقْطَة تَذْكيريَّة

method ........ طَريقَة

mix up ........ غير مرتبة

model (n) ........ نُموذَج – مثال (للُغَة التى نَتَوَقَّع من الطالب استخْدامهَا أو كَيْفيَّة أداء تَدْريب أو نَشَاط مُعَيَّن)

motivate (v) ........ يُشَوِّق – يُحَفِّز (الطُّلّاب لأداء التَدْريب أو النَشاط)

objective ........ هَدَف

occur ........ يَحْدُث – يَقَع

odd one out ........ تَدْريب يَهْدِف الى استبْعاد الكَلِمَة أو الحَرْف الشاذ بالنِسْبَة للكَلِمات المَوْجودَة

omit (v) ........ يَحْذِف

ongoing ........ مُسْتَمر

ongoing assessment ........ التَقْييم المُسْتَمر

open pairs ........ ثُنائى مَفْتوح (يَعْرِض الطالِبان عَمَلَهُما أمامَ الفَصْل)

opportunity ........ فُرْصَة – مُحاوَلَة للتَعَلُّم

orally ........ شَفاهياً

organisational ........ تَنْظيمى

pace ........ سُرْعَة أداء المُتَعَلِّم

paraphrase (v) ........ يُعيد صِياغَة

participate ........ يُشارِك

particular ........ مُعَّين

pause (v) ........ وَقْفَة قَصيرة

peer correction ........ تَصْحيح ثُنائى (يَقوم كل من الطالِبَيْن بِتَصْحيح عَمَل الآخَر)

peers ........ زُمَلاء

performance ........ الأداء (فى استخْدام اللُغَة أو التَدْريب أو النَشاط)

permanently ........ بشَكل دائم أو مُسْتَمِر

personal tutor ........ مُعَلِّم شَخْصى

phonic pattern ........ النَمَط اللَفْظى

phonics ........ علْم الأصْوات – قَواعِد اللَفْظ

phrasal verb ........ فِعْل يَتَكَوَّن من كَلِمَتَين (الثانيَة عادة تَكون حَرْف جَر)

practice (n) ........ هو كل نَشاط يؤديه الطالِب ليَفْهَم اللُغَة و يَسْتَخْدمها فى المَواقِف المُخْتَلِفَة

praise (v) ........ يُثْني – يُطْرى – يَمْدَح

predict ........ يَتوَقَّع – يَتَنَبَّأ

preference ........ تَفْضيل

pre-questions ........ أسئلَة مُساعدَة يُعْطيها المُدَرِّس للطُّلّاب قَبل الاستماع لِيُساعِدْهُم على التَرْكيز على نِقاط أو أفْكار مُعَيَّنَة فى القِطْعَة

pre-reading ........ أنشطَة أو تَدْريبات (يَقوم بها الطالب قَبل قراءة قطعَة مُعَيَّنَة لتُساعده على فَهْم مَضْمون القِطْعَة واللُغَة أو الكَلمات المُستَخْدَمَة فيها)

present (v) ........ يُقَدِّم – يَعْرِض

presentation (n) ........ تَقْديم المَعْنى والصوت والشَكْل، وكذلك تَقْديم أى تَمْرين، بمَعْنى تَقديم المَوْقف، ما يَجب على الطُّلّاب عَمَلُه باستِخْدام الصورَة ... إلخ

private pair work ........ العَمَل الثُنائى الخاص

problem-solving ........ تَدْريب يَقوم الطُّلّاب فيه بالتَفْكير فى حَل مُشْكلَة أو لُعْبَة واستِخْدام اللُغَة فى مُناقَشَة هذا الحَل

procedure ........ إجراءات (لإنجاز عَمَل مُعَيَّن)

process (n) ........ عَمَليَّة (إنتاجيَّة أو صِناعيَّة أو ... إلخ)

progress (v) ........ تَقَدَّم – تَحَسُّن

project (n) ........ مَشْروع

pronunciation ........ نُطْق – طَريقَة نُطْق

public pair work ........ عَمَل ثُنائى عَلَنى (اشتراك إثنين من الطُّلّاب فى حوار أمام باقى طُلّاب الفَصْل)

purpose ........ غَرَض

put on display ........ يَعْرِض

puzzle (n) ........ لُغْز (كالكَلمات المُتَقاطِعَة)

questionnaire ........ استطلاع رَأى

random ........ عَشْوائى – غير نِظامى – يَعْتَمِد على المُفاجئة عند الاخْتيار

realia ........ أشْياء عَيْنيَّة حَقيقيَّة

realistic ........ واقعى

realistic situation ........ مَوْقف تَعْليمي واقِعى

recap ........ يُراجِع ما حَدَث

recite ........ يَتْلو – يَقْرأ

recognise ........ يُدْرِك – يُلاحظ – يَعْتَرِف

recognition ........ اعْتَراف – إقْرار

reconstruct ........ يُعيد بناء

recycling ........ استِخْدام اللُغَة السابِق تَعَلُّمها فى مَواقِف جَديدَة

reduced reproductions ........ إنتاج مُصَغَّر للصَفَحات

refer to ........ يُشير إلى – يُرْجِع إلى جَدْوَل – يَدُل على

regular verb ........ فِعْل عادى (تنطبِق عليه القَواعِد العامة لِتَصْريف الأفْعال)

reinforce ........ يُقَوّى – يُدَعِّم

relate to ........ يَرْتَبط – يَرْبِط بين شَيئين

reluctant ........ مُتَرَدِّد

request (n) ........ طَلَب

requirements ........ مُتَطَلَّبات

resource ........ مَصْدَر (كِتاب الطالِب)

respond ........ يَسْتَجيب

response ........ اسْتجابَة

responsibility ........ مَسْئوليَّة

retrieval ........ إرْجاع – اسْتِرْجاع

revision ........ مُراجَعَة

rhyme (n) ........ قَصيدَة مُنَظَّمَة

# G L O S S A R Y

rhythm ................. إيقاع – وَتيرَة (وهو ضَرورى لِتَنْمِيَة الطَلاقَة)
riddle ........................................................لُغْز
role play .....تَدْريب تَمْثيلى (يَقوم الطُلّاب فيه بِبِناء مُحادَثَة وتَمْثيلَها فى مَوْقف مُعَيّن)
rubric .......عُنوان جانِبى يُوَضِّح ما هو المَطْلوب من التَدْريب اللُغَوى
safeguard ................................................. يؤَمِّن
scan............................................................ يَتَصَفَّح
scanning ............................................... القِراءة السَريعَة
scientific thinking ................................ التَفَكير العِلْمى
scold ........................................................... يُعَنِّف
seek ............................................................ يَسْعى
selectively .................................بشَكْل انْتِقائى – انْتِقائيّاً
self-evaluation ...... تَقْييم الذات (حَيث يَقول الطالِب بِتَقْييم مَدى تَقَدُمه اللُغَوى)
self-expression ................................. التَعْبير عن الذات
self-study skills .........................مَهارات التَحْصيل الذاتى
sequence (n) ..................................... تَتابُع – تَسَلْسُل
sequence (v) .................................................. يُرَتِّب
situation ..................................................مَوْقف تَعْليمى
skill .......... مَهارَة (المَهارات اللُغَوِيَّة الأربَع: الاستماع – التَحَدُّث – القِراءة الكتابَة. كَذلك ثَمَّة مَهارات أَصْغَر مِثْل الفَهْم العَام لِمَعْنى قِطْعَة، القِراءة السَريعَة ... إلخ)
skim ..................................................... يَقْرأ قِراءة سَريعَة
skimming .............. تَصَفُّح القِطْعَة وقِراءَتها سَريعاً للإلمام بِجَوْهَر المَوْضوع (المَعْنى العام)
snapshot ................................................ لَقْطَة تَصْويريَّة
sound out (v) ..................... يَخْتَبِر نُطْق الكَلِمَة – يُصْدِر صَوْتاً
specific ....................................خاص – مُحَدَّد – مُعَيَّن
specifications .......................................... مواصَفات
speech bubble .......... فُقاعَة الكَلام (بالونَة الكَلام التى تَظْهَر فى الرُسوم التَوْضيحيَّة)
standards ............................................ أُسُس – مَعايير
storage ...................................................... تَخْزين
stress (n) .....تَشْديد فى النُطْق (على المَقْطَع الذى نُريد أن نوَضِّحه أو نَنطِقْه بِصَوْت عال، وهى هامَة جداً للطَلاقَة والوضوح فى الحَديث)
strict .........صارِم (يَجِب على المُدَرِّس أن يَكون صارِماً مع الطُلّاب)
structural ...................................................... بنائى
structural syllabus ........ مَنْهَج تَعْليمى نِظامى مَبْنى على طَريقَة نَمَطِيَّة فى تَقْديم اللُغَة
structure ........................................... البِنْيَة – التَرْكيب
student-centred ..النَشاط الذى يَعْتَمِد على الطالِب وليس المُدَرِّس
study skill .................. مَهارات الدراسَة (الفَهْم والاستيعاب، وليس الحِفْظ عن ظَهْر قَلْب)
substitute (n) ................................................ بَديل
substitute (v) ............................................. يَسْتَبدِل
successful ...................................................ناجِح

summarise ................................................. يُلَخِّص
summary ................................................ مُلَخَّص
support (v) ...............................يُسانِد – يُدَعِّم – يُؤَيِّد
survey (n) ................................ دراسَة استطلاعيَّة – مَسْح
swap (v) ................................ يَحِل شيئاً مَكان آخر
systematically .......................... بشَكْل مُنَظَّم – نِظاميّاً
tackle (v) ................................................يُعالِج
tactic ..................................................... أسلوب – سياسَة
talk positively ......................................... يَتَحَدَّث بإيجابيَّة
tapescript ......................... نَص المادَة المَوْجودَة على الشَرائط
target work .................المَهَمَّة المُسْتَهدَفَة – المَطْلوب تَدريسها
task .........................................تَمرين – تَدريب – نَشاط لُغَوى
teacher-centred .................النَشاط الذى يَعْتَمِد على المُدَرِّس
teaching aids/materials ...........مَواد تَعْليميَّة مُساعِدَة ومُعينَة على التَعَلُّم
technique ...................................................... أسلوب
terrified ........................................... مَرعوب – مَذْعور
text ....................................... المادَة المَكْتوبَة – النَص
topic ..................................................... مَوْضوع
trace (v) يَرسُم بالقَلَم – يَتَتَبَع خط مَنْقوط – أحَـ مَراحِل تَعَلُّم الكِتابَة
transfer information (v) .......................يَنقِل المَعْلومات
trigger (v) ................................................. يَبْدأ
upcoming .......................القادِل – الذى على وشْك الحُدوث
use (n) ........ استِخْدام اللُغَة (وليس مُجَرَّد المَعْرِفَة بِقَواعِدها أو شَكْلَها)
useful .......................................................نافِع – مُفيد
utilise ...................................................... يَستَخْدِم – يُوَظِّف
variety ...................................................... التَنَوُّع
variety of ............................................... أنواع من
vary ..................................................... يَخْتَلِف – يَتَنَوَّع
verification ......................تأَكُّد من صِحَّة شئ – تَحْقيق – تَيَقُّن
vice versa ....................................... والعَكس بالعَكس
visual aids ............ الوَسائل البَصَريَّة (التى تُساعِد فى الشَرْح مِثْل الصُوَر والرُسوم)
vowel ....................................................... حَرْف مُتَحَرِّك
warm-up (n) ..................التَنْشيط والاستِعْداد قَبْل بدء الدَرْس
wind ............................إرجاع شريط التَسْجيل إلَى مَكان مُعَيَّن
work out (v) ......................... يُفَكر – يُحاوِل أن يَجِد إجابَة
writing patterns ...................................... أَنْماط الكِتابَة